DOCUMENT RESUME

ED 324 897 EC 232 631

AUTHOR	Valdes, Kathryn A.; And Others
TITLE	Youth Categorized as Mentally Retarded, Statistical Almanac, Volume 5. The National Longitudinal Transition Study of Special Education Students.
INSTITUTION	SRI International, Menlo Park, Calif.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	Jul 90
CONTRACT	300-87-0054
NOTE	287p.; For related documents, see EC 232 627-636.
AVAILABLE FROM	SRI International, 333 Ravenswood Ave., Menlo Park, CA 94025-3493 ($24.00).
PUB TYPE	Reports - Research/Technical (143) -- Statistical Data (110)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Educational Practices; *Education Work Relationship; Enrollment; Family Characteristics; Human Services; Longitudinal Studies; *Mental Retardation; *Outcomes of Education; Secondary Education; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Vocational Education; Vocational Evaluation

ABSTRACT

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 1,204 students with mental retardation (ages 13-21). The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment). The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study, procedures used to collect information, the sample of youth surveyed, statistical weighting procedures, the generalizability of study results, and caveats to data users. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

ED324897

THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Statistical Almanac, Volume 5: Youth Categorized as Mentally Retarded

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July 1990

Prepared for:

The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Kathryn A. Valdés
Cynthia L. Williamson
Mary M. Wagner

The National Longitudinal Transition Study of Special Education Students is being conducted by SRI International under Contract 300-87-0054 with the Office of Special Education Programs, U.S. Department of Education.

SRI International

National Longitudinal Transition Study

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CONTENTS

List of Tables v

Introduction 1

- Purposes of the NLTS and the Statistical Almanac Series 1
- Components of the NLTS 3
- The NLTS Sample 4
- Weighting Procedures and the Population to Which Data Generalize 5
- Estimation of Standard Errors 7
- Caveats to Users of the Data 10

Referenc[illegible] 13

Titles in the [illegible]TS Statistical Almanac Series 15

Descriptive Results 17

Appendix A A-1

Appendix B B-1

LIST OF TABLES

Individual and Household Characteristics of Youth With Mental Retardation

1 Demographic Characteristics of Youth with Mental Retardation
2 Household Characteristics of Youth with Mental Retardation
3 Characteristics of Communities In Which Youth With Mental Retardation Attended School
4 Disability-Related Characteristics of Youth with Mental Retardation
5 Parent Reports of Self-Care Skills of Youth with Mental Retardation
6 Parent Reports of Functional Skills of Youth with Mental Retardation
7 Assistive Devices Used by Youth with Mental Retardation
8 Expectations of Parents/Guardians for Futures of Youth with Mental Retardation

Characteristics of Students' Schools and Educational Programs

9 Types and Grade Levels of Schools Attended by Secondary Students with Mental Retardation
10 Student Enrollment in Schools Attended by Secondary Students with Mental Retardation
11 Staffing Characteristics of Schools Attended by Secondary Students with Mental Retardation
12 Policies of Schools Attended by Secondary Students with Mental Retardation
13 Coordination in Schools Attended by Secondary Students with Mental Retardation
14 Transition Planning in Secondary Schools Attended by Students with Mental Retardation
15 Educational Placements of Students with Mental Retardation in their Most Recent Year in Secondary School
16 Course-taking by Students with Mental Retardation in their Most Recent Year in Secondary School
17 Vocational Education Participation by Students with Mental Retardation in their Most Recent Year in Secondary School

Programs Available to Secondary Students with Mental Retardation

18 Services and Programs Available in Schools Attended by Secondary Students with Mental Retardation
19 Vocational Education Programs Provided by Schools to Secondary Students with Mental Retardation
20 Vocational Assessment/Counseling Provided by Schools to Secondary Students with Mental Retardation
21 Work Adjustment Training Provided by Schools to Secondary Students with Mental Retardation

LIST OF TABLES

Programs Available to Secondary Students with Mental Retardation

22 Work Exploration or Work Experience Provided by Schools to Secondary Students with Mental Retardation
23 Job Skills Training Provided by Schools to Secondary Students with Mental Retardation
24 Job Development and Placement Services Provided by Schools to Secondary Students with Mental Retardation
25 Postemployment Services Provided by Schools to Secondary Students with Mental Retardation
26 Life Skills Programs Provided by Schools to Secondary Students with Mental Retardation
27 Services Available in Communities in which Students with Mental Retardation Attended School

Services Received by Youth with Mental Retardation

28 Overview of Services Received by Youth with Mental Retardation
29 Vocational Services Received by Youth with Mental Retardation
30 Personal Counseling/Therapy Received by Youth with Mental Retardation
31 Occupational Therapy/Life Skills Training Received by Youth with Mental Retardation
32 Use of Tutors, Readers, and Interpreters by Youth with Mental Retardation
33 Speech/Language Therapy Received by Youth with Mental Retardation
34 Help with Physical Needs Received by Youth with Mental Retardation
35 Transportation Assistance Received by Youth with Mental Retardation

Youth Outcomes

36 Secondary School Educational Achievements of Youth with Mental Retardation
37 Secondary School Completion of Youth with Mental Retardation
38 Residential Independence of Youth with Mental Retardation
39 Home-Care Independence of Youth with Mental Retardation
40 Financial Independence of Youth with Mental Retardation
41 Social Experiences of Youth with Mental Retardation
42 Postsecondary Education of Youth with Mental Retardation
43 Employment Characteristics of Youth with Mental Retardation

INTRODUCTION

This volume of the statistical almanacs is a compendium of descriptive data from the first wave of data collection of the National Longitudinal Transition Study of Special Education Students (NLTS). It reports on characteristics, experiences, and achievements of youth who were categorized as having mental retardation by the schools or school districts they attended as special education students in the 1985-86 school year. Eight companion volumes provide similar information for youth classified into other disability categories; an overview volume in the series presents data for youth in all 11 federal disability categories.[*]

To provide a context for understanding the nature of the data reported in the statistical almanacs, the following sections of this introduction describe the procedures used to collect information, the sample of youth on which the study is based, statistical weighting procedures, and the generalizability of study results. As an aid in interpreting the data, the introduction concludes with a discussion of caveats that readers should keep in mind as they use NLTS data. Appendix A provides additional information about selected variables presented in the almanacs that clarifies their interpretation.[**]

Purposes of the NLTS and the Statistical Almanac Series

The NLTS was mandated by the U.S. Congress in 1983 to provide information to practitioners, policymakers, researchers, and others in the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The Office of Special Education Programs (OSEP) of the U.S. Department of Education contracted with SRI International to determine a design, develop and field test data collection instruments, and select a sample of students for a study that would meet the congressional mandate. In April 1987, under a separate contract, SRI began the actual study.

In the field of research on youth with disabilities, the NLTS is unique in several respects. For many years, the research base on youth with disabilities has consisted largely of studies of relatively few youth who were in particular disability categories, in a few school districts or a single state, or in a specific educational placement or treatment program. It has been very difficult to paint a broad picture of students from this fragmented research base. With the NLTS, findings are based on a sample that is large and nationally representative. The data presented here were collected in 1987 for a sample of more than 8,000 youth who represent the national population of secondary special education students who were ages 13 to 21 in the 1985-86 school year. The sample permits us to estimate with fairly high precision many of the characteristics of youth with disabilities and their experiences in adolescence and early adulthood. Further, the sample is nationally representative of 1985-86 secondary special education students both as a whole and for those in each of the 11 federal disability categories separately (see the "Descriptive Results" section for definitions of these categories). Therefore, for the first time we know what the transition experiences were for youth with mental retardation, for example, and how they differed from those of youth with orthopedic impairments or multiple handicaps.

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[*] All volumes of the statistical almanac series are listed at the conclusion of this introduction.

[**] Variables discussed in Appendix A include IQ scores; items related to self-care skills, assistive devices receipt of support services; grade point average; and items concerning alterations made to the home, secondary school enrollment and completion status, enrollment in a special school, and participation in occupationally-oriented vocational education.

The NLTS is also unusual in its longitudinal design. The students for whom data were gathered in 1987 are being retained in the study so that follow-up data can be collected about them in 1990. These follow-up data will enable the estimation of trends in experiences as youth age. For example, we will be able to describe the movement in and out of jobs and in and out of school that often characterizes youth in their early adult years.

Finally, the NLTS is extremely broad in scope, gathering information on a wide range of characteristics, experiences, and outcomes of youth with disabilities, including the following:

- ***Individual and family characteristics*** (e.g., demographics, disability-related characteristics).
- ***Independent functioning*** (e.g., residential independence, financial independence, functional abilities).
- ***Social experiences*** (e.g., belonging to school or community groups, socializing with friends).
- ***School programs*** (e.g., courses taken, support services provided, educational placements).
- ***School characteristics and policies*** (e.g., type of school attended, policies related to mainstreaming, programs available for special education students).
- ***School achievement and completion*** (e.g., grades received, absenteeism, dropout/graduation behaviors).
- ***Employment characteristics*** (e.g., rates of employment, job types and duration, wages).
- ***Postsecondary education participation*** (in vocational schools and 2-year and 4-year colleges).

- ***Services provided by the school and other sources*** (e.g., job training, physical therapy, counseling).
- ***Parental expectations for youth in the areas of education, employment, and independence.***

This breadth of scope provides the most comprehensive picture yet available of youth with disabilities during adolescence and early adulthood.

Many people will be interested in using information from the NLTS for a variety of purposes, and data and findings will be available in a variety of forms. The NLTS project staff from OSEP and SRI will publish reports, papers, and articles on a wide range of topics and offer presentations of findings to many appropriate audiences. However, the richness of the database will support many analyses that are not on the research agenda of the NLTS project itself. For those interested in analyzing the NLTS database to address their own research questions, a data tape and documentation are available for purchase. Others will have questions that can easily be informed by NLTS data without the need for additional computer analyses. The statistical almanacs are intended to satisfy this type of information need.

NLTS data are compiled in the form of statistical almanacs as a way of informing audiences about the breadth of information available from the study. The format of the almanacs is intended to give users a broad understanding of the secondary school and transition experiences of youth with disabilities as a whole and to permit comparative analyses of the experiences and outcomes of youth in each of the 11 federal disability categories. When the NLTS is completed, similar almanacs will report follow-up data, permitting users to identify trends in experiences over time.

Components of the NLTS

The NLTS has several components:

- ***The Parent/Guardian Survey.*** In the summer and fall of 1987, parents were interviewed by telephone to determine information on family background and expectations for the youth in the sample, characteristics of the youth, experiences with special services, the youths' educational attainments (including postsecondary education), employment experiences, and measures of social integration. Parents rather than youth were selected as respondents for the first wave of data collection because of the need for family background information and because, with most students still being in secondary school and living at home, parents were believed to be accurate respondents for the issues addressed. This survey will be repeated in 1990, when youth will be interviewed if they are able to respond.
- ***School Record Abstracts***. Information has been abstracted from students' school records for their most recent year in secondary school (either the 1985-86 or 1986-87 school year). This information relates to courses taken, grades

achieved (if in a graded program), placement, related services received from the school, status at the end of the year, attendance, IQ, and experiences with minimum competency testing. School transcripts will be collected in 1990 for youth who have been in secondary school at any time since the 1986-87 school year.

- ***School Program Survey***. Schools attended by sample students in the 1986-87 school year were surveyed for information on enrollment, staffing, programs and related services offered to secondary special education students, policies affecting special education programs and students, and community resources for the disabled.
- ***Explanatory Substudies***. Studies involving subsamples of youth are looking in greater depth at students' secondary school programs, the patterns of transition outcomes achieved by youth who were out of secondary school, and the relationship between school experiences and outcomes. Substudies are ongoing, and data from them are not included in this almanac series.

The NLTS Sample

The NLTS sample was constructed in two stages. A sample of 450 school districts was randomly selected from the universe of approximately 14,000 school districts serving secondary (grade 7 or above) special education students,[*] which had been stratified by region of the country, a measure of district wealth involving the proportion of students in poverty (Orshansky percentile), and student enrollment. Because not enough districts agreed to participate, a replacement sample of 178 additional districts was selected. More than 80 state-supported special schools serving secondary-age deaf, blind, and deaf-blind students were also invited to participate in the study. A total of 303 school districts and 22 special schools agreed to have their students selected for the study.

Analysis of the potential bias of the district sample indicated no systematic bias that would have an impact on study results when participating districts were compared to nonparticipants on several characteristics of the students served, participation in Vocational Rehabilitation programs, the extent of school-based and community resources for the disabled, the configuration of other education agencies serving district students, and metropolitan status (see Javitz and Wagner, 1990 for more information on the LEA sample). Bias may exist, of course, on factors for which data were not available for such comparisons.

Students were selected from rosters compiled by districts, which were instructed to include all special education students in the 1985-86 school year who were in grades 7 through 12 or whose birthdays were in 1972 or before, whether or not they were served within the district or outside the district (e.g., in a state-supported residential school). Rosters were stratified into 3 age groups (13 to 15, 16 to 18, over 18) for each of the 11 federal disability categories and youth were randomly selected from each age/disability group so that approximately 800 to 1,000 students were selected in each disability category (with the exception of deaf-blind, for which fewer than 100 students were served in the districts and schools included in the sample).

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[*] Special education cooperatives and other special service units were not sampled directly (83% of special education students are served directly by school districts; Moore et al., 1988). However, instructions to districts for compiling student rosters asked districts to include on their listing any students sent from their district to such cooperatives or special service units. Despite these instructions, some districts may have underreported students served outside the district.

In part because of the time lapse between sample selection and data collection, many students could not be located at the addresses or telephone numbers provided by the schools. Of the 12,833 students selected for the sample, about one-third could not be reached by telephone for the parent interview. (For more than half of these, addresses and telephone numbers were not provided by the schools/districts from which they were sampled.) This relatively high rate of inability to reach sample members confirmed the importance of including in the NLTS a substudy of nonrespondents to determine whether those who were reached for the telephone interview were a representative sample of the population to which the study was intended to generalize. To identify whether bias existed in the interview sample, interviewers went to 28 school districts with relatively high nonresponse rates to locate and interview in person those who could not be reached by telephone. Of the 554 sought for in-person interviews, 442 were found and interviewed, a response rate of 80%. A comparison of telephone interview respondents with in-person interview respondents showed that the telephone sample underrepresented lower-income households. The sample was reweighted to adjust for that bias, as described in the next section.

Of the 10,369 sampled students for whom addresses or telephone numbers were provided by schools or districts, some portion of the needed data was collected for 84%; the response rates for individual components of the study were as follows:

	N	Response Rate
Parent interview	7619	71%
School records	6241	60
School survey	6672	64

Weighting Procedures and the Population to Which Data Generalize

Youth with disabilities for whom data could be gathered were weighted to represent the U.S. population of special education students in the 1985-86 school year who were in grades 7 through 12 or at least 13 years old. Because it is a sample of students at various ages, the NLTS sample does not generalize to youth who had dropped out of school before that age. For example, the sample of 18-year-olds generalizes to youth who were 18 and still in secondary school in 1985-86, not to all 18-year-olds with disabilities, many of whom may have left school at an earlier age.

In performing sample weighting, three mutually exclusive groups of sample members were distinguished:

(A) Youth whose parents responded to the telephone interview.

(B) Youth whose parents did not respond to the telephone interview but were interviewed in person.

(C) Youth whose parents did not respond to either the telephone or in-person interview but for whom the we obtained a record abstract.

A major concern in weighting was to determine whether there was a nonresponse bias and to calculate the weights in such a way as to minimize that bias. There was a potential for three types of nonresponse bias:*

(1) Bias due to the inability to locate respondents because they had moved or had nonworking telephone numbers.

(2) Bias due to refusal to complete an interview (only 3% of those available to be interviewed refused).

(3) Bias due to circumstances that made it infeasible to locate or process a student's school record.

Of these three types of nonresponse, the first was believed to be the most important, in terms of both frequency and influence on the analysis. Type 1 bias was also the only type of nonresponse that could be estimated and corrected.

The magnitude of type 1 nonresponse bias was estimated by comparing responses to items available for the three groups of respondents (after adjusting for differences in the frequency with which youth in different disability categories were selected and differences in the size of the LEAs selected). Group A was wealthier, more highly educated, and less likely to be minority than group B. In addition, group A was more likely to have students who graduated from high school than group B or C (which had similar dropout rates). Groups A and B were compared on several additional measures for which data were unavailable for group C. The youth described by the two groups were similar on these additional items, including gender, employment status, pay, functional skills, association with a social group, and length of time since leaving school. Adjusting the weights to eliminate bias in the income distribution eliminated bias in parental educational attainment and ethnic composition, but did not affect differences in dropout rates. It was also determined that groups B and C were large enough that if they were treated the same as group A in the weighting process, the resulting dropout distribution would be approximately correct.

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* We assumed that nonrespondents who could not be located because LEAs did not provide student names would have chosen to participate at about the same rate as parents in districts in which youth could be identified. The remaining nonrespondents would presumably have been distributed between the three types of nonresponse mentioned above.

Weighting was accomplished using the following steps:

- Data from groups A and B were used to estimate the income distribution for each disability category that would have been obtained in the absence of type 1 nonresponse bias.

- Respondents from all three groups were combined and weighted up to the universe by disability category. Weights were computed within strata used to select the sample (i.e., LEA size and wealth, student disability category and age).

- Weights from three low-incidence disability categories (deaf, orthopedically impaired, and visually impaired) were adjusted to increase the effective sample size. These adjustments consisted primarily of slightly increasing the weights of students in larger LEAs and decreasing the weights of students in smaller LEAs. Responses before and after these weighting adjustments were nearly identical. In addition, because there were only three deaf/blind youth from medium-size or smaller districts, who had large weights, they were removed from the sample to increase the effective sample size. Thus, NLTS results do not represent the very small number of deaf/blind students in medium-size or smaller LEAs.

- The resulting weights were adjusted so that each disability category exhibited the appropriate income distribution estimated in step 1 above. These adjustments were of modest magnitude (relative to the range of weights within handicapping condition); the weights of the poorest respondents were multiplied by a factor of approximately 1.6 and the weights of the wealthiest respondents were multiplied by a factor of approximately .7.

Estimation of Standard Errors

The tables in the "Descriptive Results" section present data for the full sample of youth with disabilities and for important subgroups, as defined at the beginning of that section. Most of the variables presented in the tables are reported as percentages of youth in the full sample or in the subgroups. In some cases, rather than percentages, the figures refer to means, such as the mean wage earned by employed youth or the mean number of students enrolled in schools attended by youth. Percentages and means are weighted to represent the national population of youth with disabilities and youth in each disability category. However, the percentages and means are only estimates of the actual percentages and means that would be obtained if all youth with disabilities were included in the study. These estimates vary in how closely they approximate the true measures that would be derived from a study of all youth. To aid the reader in determining the precision of the estimates, for each percentage and mean the tables present the approximate standard error and the unweighted number of cases on which the statistic is based.

To determine the precision of a particular percentage or mean, the reader can construct a confidence interval for the estimate by multiplying the standard error by 1.96. The result is the range around the estimate within which the true measure would be found 95 out of 100 times. For example, the NLTS estimates that 88.8% of youth with disabilities attended a comprehensive secondary school during their most recent year in school. The standard error of that estimate, .9, is multiplied by 1.96, letting us assume with 95% confidence that the true rate of attendance at comprehensive secondary schools falls within a range of ±1.8 percentage points, or 87% to 90.6%.

Readers may also want to compare percentages or means for different subgroups to determine, for example, whether the difference in employment rates for males and females with mental retardation is statistically significant. To calculate whether the difference between percentages is statistically significant with 95% confidence (often denoted as $p<.05$), the squared difference between the two percentages of interest is divided by the sum of the two squared standard errors. If this product is larger than 3.84, the difference is significant. Presented as a formula, a difference in percentages is statistically significant at the .05 level if:

$$\frac{(P_1 - P_2)^2}{SE_1^{\,2} + SE_2^{\,2}} > 1.96^2$$

where P_1 and SE_1 are the first percentage and its standard error and P_2 and SE_2 are the second percentage and its standard error.

The standard errors for the NLTS were computed using procedures that differ from standard calculation routines. Such routines assume a simple random sample. However, the NLTS used a stratified cluster sample design, which introduces design effects that reduce the precision of estimates for a sample of a given size, compared with a simple random sample. The design effects within the NLTS affect the precision of estimates to varying degrees for different subpopulations and different variables. Pseudo-replication is widely accepted as a variance estimation technique in the presence of design effects. However, it is not cost-effective for estimating the standard errors of the thousands of variables and subpopulations tabulated in the 10 volumes of the statistical almanacs. Therefore, pseudo-replication was conducted on a limited number of variables to calibrate an approximation formula that is cost- effective for purposes of the almanacs, using the following procedures:

- A set of 25 variables representing the parent interview, school program survey, and record abstract was identified for the purpose of developing a statistical approximation formula; these included 16 nominal variables and 9 continuous variables.

- Standard errors of the weighted means of the selected variables were estimated in two ways. The first procedure involved pseudo- replication. For each variable, standard errors were calculated for students in each handicap category and for the total sample (300 standard errors) using a partially balanced experimental design specifying how students were to be allocated to 16 half-samples. The sample was split on the basis of the school districts and special schools from which youth were originally sampled. Districts and schools were paired on the basis of enrollment and a measure of poverty, and one member of each pair was assigned to each half-sample. Sample weights for students were computed for each half-sample as if those in the half-sample were the only study participants.

  The following formula was used to estimate the standard error of the mean for students in all conditions:

  $$\text{Standard error} = [(1/16)\ \Sigma_i\ (M_i - M)^2]^{1/2}$$

  where M_i is the mean calculated for students in one of the 16 half- samples), M is the mean response calculated from the full sample, and the summation extends over all 16 half-samples. (Note that responses to questions from the school program survey were attached to the records of students in the responding schools so that means for these items were computed using student weights.)

- The second estimation procedure involved an approximation formula based on an estimate of the effective sample size for each handicap category and the total sample. The sampling efficiency (E) for a group was calculated using the following formula:

  $$E = M_w^2/(M_w^2 + S_w^2)$$

  where M_w and S_w are the mean and standard deviation of the student weights over all members of the group. The approximation formula for the standard error of the weighted mean of nominal variables is:

  $$\text{Standard error} = [P(1-P)/(E \times N)]^{1/2}$$

  where P is the full-sample weighted proportion of "yes" responses to a particular question in the group, N is the unweighted number of "yes" or "no" responses to the question in the group, and E is the sampling efficiency of the group. The approximation formula for the standard error of the mean of a continuous variable is:

  $$\text{Standard error} = [S^2/(N \times E)]^{1/2}$$

  where S^2 is the variance of responses in the group for the continuous variable (computed with frequencies equal to full-sample weights) and N is the unweighted number of respondents to the question in the group. These formulas were used to compute a total of 300 standard errors for the same variables and groups addressed using pseudo-replication.

- To assess the accuracy of the standard errors produced by these formulas, we used scatter plots to compare them with standard errors produced using pseudo-replication. For both nominal and continuous variables, the approximate best fit was a 45 degree line. That is, on average, the formula based on estimates of effective sample size neither systematically overestimated nor underestimated the standard error obtained using pseudo-replication, arguing for use of the more cost-effective estimation formulas. However, because error remains in the estimates that might result in underestimating the true standard errors in some instances, we took a conservative approach and multiplied the standard errors produced using the estimation formulas by 1.25. The vast majority of the standard errors so obtained were larger than the standard errors obtained by pseudo-replication. Thus, the standard errors included in the almanacs were calculated using the effective sample size estimation formulas and increased by a factor of 1.25.

Caveats to Users of the Data

To minimize the potential that data in the statistical almanacs will be misinterpreted, the user should keep in mind the following considerations.

- ***Estimation of Sampling Errors***. The data tables contain approximate standard errors for means and percentages; the previous section instructs users in how to use them to calculate confidence intervals and to determine whether differences between estimates are statistically significant. Users should interpret data in light of the standard errors. Percentages or means based on subgroups with relatively few cases have a considerably greater margin of error than those based on larger subgroups.

- ***Subgroup Definitions***. The "Descriptive Results" section begins with a definition of the subgroups for which data are reported. Users should be clear about the definition of these groups to avoid misinterpreting the brief labels contained in the tables. Of particular note are the subgroups based on the youth's designated disability. Assignment to a disability category is based on the primary disability designated by the youth's school or district in the 1985-86 school year. Category definitions, assessment methods, and rules of thumb for categorizing students vary widely between states and often between school districts within states. NLTS data should not be interpreted as describing youth who truly had a particular disability, but rather as describing youth who were categorized as having that disability by their school or district. Further, youth who had been institutionalized more than a year are included in the base on which statistics are calculated only for Tables 1, 3, 4, 8, 28 through 35, and 38; they are excluded from other tables because of the skip logic of the interview.

- ***Sources of Data and Data Reliability***. Each table indicates the source of the data reported in it (e.g., parent interview, school records). The confidence the user places in the data should be based in part on a recognition of their source. The accuracy of parent reports about their adolescent or adult children may vary depending on the subject of an item. For example, parents were expected to be quite accurate reporters of data on family characteristics, but to be less aware of--and, therefore, report less accurately on--the kinds of services their children were provided in school or by other agencies. When two sources of data were available for a given item (e.g., parent reports and school record indications of whether the youth graduated or dropped out), consistency checks were performed. For many variables, a high level of agreement was found; for other items, larger discrepancies were noted. Appendix A presents decision rules used to resolve such discrepancies. However, for most items, only one source of data was available, making it impossible to verify the accuracy of the responses. Specific data items potentially subject to bias are discussed in Appendix A.

- ***Items of a Sensitive Nature***. A few items in the parent interview asked parents to report what they might consider negative behaviors on the part of their children, such as whether the youth had ever been arrested or been fired from a job. The tendency for respondents to give socially acceptable answers to such items raises the question of the accuracy of parent reports for sensitive items. Although there is no objective validation of responses available to the NLTS, several factors suggest that parent reports produced generally valid data for these items: a low level of nonresponse to such items; a reasonably large number of respondents reporting negative behaviors (e.g., parents of 21% of youth who had been out of school 1 to 2 years indicated the youth had been arrested; 32% of exiters from secondary school were reported to have dropped out of school); and strong evidence of construct validity based on observed relationships among variables.

- ***Missing Data***. Missing data result from item nonresponse, the absence of the whole instrument from which an item was taken, or a logical skip of an item because it was inappropriate to a particular respondent (e.g., some items were asked only of parents of youth with particular kinds of disabilities). Missing data of all kinds were eliminated from calculations of percentages and means. Hence, the reported percentages and means are based on those for whom the question was appropriate and who answered the question. The approximate standard errors increase as the sample size decreases, drawing the user's attention to statistics that are based on particularly small samples.

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TITLES IN THE NLTS STATISTICAL ALMANAC SERIES

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 1: Overview.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 2: Youth Categorized as Learning Disabled.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 3: Youth Categorized as Emotionally Disturbed.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 4: Youth Categorized as Speech Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 5: Youth Categorized as Mentally Retarded.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 6: Youth Categorized as Visually Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 7: Youth Categorized as Hearing Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 8: Youth Categorized as Orthopedically Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 9: Youth Categorized as Other Health Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 10: Youth Categorized as Multiply Handicapped.

DESCRIPTIVE RESULTS

This section of the statistical almanac presents data related to special education students categorized by the school or district they attended in the 1985-86 school year as having mental retardation. This category is defined as youth having significantly subaverage general intellectual functioning with concurrent deficits in adaptive behavior that were manifested in the developmental period and that adversely affect educational performance. The tables describe:

- Youths' individual and household characteristics
- Characteristics of students' schools and educational programs
- Programs available to secondary students with disabilities
- Services received by youth with disabilities
- Youth outcomes.

Each table in the volume has three parts. Part A presents data for the appropriate full sample of youth categorized as having mental retardation and for youth with mental retardation in the following subgroups:

- ***Community***. The type of community in which the youth last attended secondary school, based on Department of Commerce definitions of metropolitan statistical areas (MSAs), is described as urban (central city within an MSA), suburban (area surrounding a central city with an MSA), or rural (areas outside MSAs).

- ***Gender***. Youth are distinguished as male or female on the basis of parent reports, school rosters, or, in the absence of these sources, inference from the student's name (for a minimal number of cases).

- ***Age in 1987***. Youth are categorized by age as 15 or 16, 17 or 18, or 19 or older on the basis of birthdates provided by schools or parents.

- ***School status***. Using parent and school reports,[*] youth are categorized as:

  - ***In-school.*** Enrolled in secondary school in the 1985-86 school year and still enrolled in secondary school at the time of the parent interview.

  - ***Out 1 Year or Less.*** Enrolled in secondary school in the 1985-86 school year, and enrolled in secondary school at some time in the year before the parent interview, but no longer enrolled at the time of the interview. These youth include dropouts and completers of the 1986-87 school year.

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[*] See Appendix A for more detailed information on construction of the school status variable.

- *Out 1 to 2 Years*. Enrolled in secondary school in the 1985-86 school year, not enrolled in secondary school at the time of the parent interview, and not enrolled at any time in the year before the interview. These youth include dropouts and completers of the 1985-86 school year.

- ***Severity.*** Youth are categorized as educable mentally retarded (EMR), trainable mentally retarded (TMR), or severely/profoundly mentally retarded (S/PMR) as designated by the school or district they attended as special education students in the 1985-86 school year or as reported by schools on the students' record abstract forms. If schools/districts classified the student as having mental retardation, but did not indicate severity, the IQ score of the youth reported on the school record abstract form was used to assign the youth to a severity category based on the definitions of those categories used in the state in which the student attended school. For students from states that did not define specific severity categories for students with mental retardation, we defined categories using the average values for categories across the states that had such definition. For students in states without state definitions of severity, youth were designated as EMR if their IQ scores fell between -

Part B presents data for youth with mental retardation in the following subgroups:

- ***School attended.*** Using school reports, youth are distinguished as to whether in their most recent year in secondary school (the 1986-87 or 1985-86 school year) they attended a special school serving only youth with disabilities or a regular school that also served students not classified as having a disability. Regular schools include comprehensive secondary schools (i.e., middle schools and high schools), as well as a small number of magnet, alternative, and vocational secondary schools.

- ***Severity***—Students are distinguished as being partially sighted or completely blind, based on parent or school reports.

Part C of each table presents data for the following subgroups:

- ***Household income.*** Youth are distinguished as to whether parents reported the annual 1986 household income before taxes as less than $12,000, $12,000 to $24,999, or $25,000 or more.

- ***Ethnicity***. Using parent reports, youth are categorized as Black, White, or Hispanic. Youth from other ethnic backgrounds (e.g., Asian, Alaskan native) are too few to distinguish as a separate category.

- ***Head of household education***. Using parent reports, youth are distinguished according to whether the head of household did not complete high school, was a high school graduate with no college training, or had some college education or a college or graduate degree.

Note that many items in the almanacs permitted more than one response so that percentages often will not add to 100%. Sample sizes vary among tables for the same group because of differing response rates for items taken from different instruments. Also, the sample sizes for subgroups may not sum to the sample size in the total column because of missing values for the variables used to define the subgroups. Some items refer only to specific subgroups (e.g., grade point average for students receiving grades). Appendix B contains data tables that present the size of these subgroups (e.g., the weighted percentage and unweighted number of students who received grades). Statistics based on subgroups of fewer than 15 respondents are omitted. Standard errors are in parentheses.

Statistical Tables

Table 1A: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Characteristics of Youth	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage of youth:															
15 or 16 years old	26.6	26.2	25.6	26.1	26.6	26.8	100	0.0	0.0	38.1	11.0	5.9	30.2	20.2	23.4
	(1.7)	(3.9)	(3.3)	(2.7)	(2.2)	(2.6)	(0.0)	(0.0)	(0.0)	(2.5)	(2.5)	(2.0)	(2.3)	(3.1)	(4.6)
17 or 18 years old	33.5	31.4	32.9	38.6	33.0	34.4	0.0	100	0.0	41.9	25.5	15.7	34.5	31.0	28.5
	(1.8)	(4.1)	(3.5)	(3.0)	(2.4)	(2.8)	(0.0)	(0.0)	(0.0)	(2.5)	(3.5)	(3.1)	(2.4)	(3.6)	(4.9)
19 to 21 years old	34.2	36.5	35.4	32.2	34.4	33.5	0.0	0.0	85.7	19.5	53.8	59.6	32.7	36.9	36.4
	(1.8)	(4.2)	(3.6)	(2.9)	(2.4)	(2.8)	(0.0)	(0.0)	(2.0)	(2.0)	(4.0)	(4.2)	(2.3)	(3.7)	(5.3)
More than 21 years old	5.7	5.9	6.1	3.1	6.0	5.3	0.0	0.0	14.3	0.5	9.7	18.8	2.6	11.9	11.6
	(0.9)	(2.1)	(1.8)	(1.1)	(1.2)	(1.3)	(0.0)	(0.0)	(2.0)	(0.4)	(2.4)	(3.4)	(0.8)	(2.5)	(3.5)
Number of respondents	1204	240	321	455	690	511	270	369	565	668	274	246	701	302	155
Average age	18.1	18.1	18.1	17.9	18.1	18.0	15.6	17.5	20.1	17.2	19.0	19.9	17.8	18.6	18.6
	(0.1)	(0.2)	(0.2)	(0.1)	(0.1)	(0.1)	(0.0)	(0.0)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.2)	(0.3)
Number of respondents	1204	240	321	455	690	511	270	369	565	668	274	246	701	302	155
Percentage who were male	58.0	56.5	59.5	57.1	100	0.0	57.7	57.0	58.9	57.5	56.6	61.4	59.4	55.1	55.9
	(1.9)	(4.4)	(3.7)	(3.0)	(0.0)	(0.0)	(3.9)	(3.4)	(2.8)	(2.5)	(4.0)	(4.2)	(2.5)	(3.9)	(5.4)
Number of respondents	1201	238	320	455	690	511	270	369	562	667	273	245	700	300	155
Percentage who were:															
Black, not Hispanic	31.0	56.5	13.8	21.4	31.4	30.4	33.5	29.0	31.1	30.8	28.4	34.9	33.4	25.6	32.6
	(2.0)	(4.8)	(2.9)	(2.9)	(2.7)	(3.1)	(4.4)	(3.5)	(3.0)	(2.6)	(4.3)	(4.9)	(2.8)	(3.7)	(5.6)
White, not Hispanic	61.0	29.4	80.6	72.2	62.2	59.5	56.9	61.4	63.2	59.3	67.1	60.6	60.8	62.6	58.3
	(2.1)	(4.4)	(3.3)	(3.2)	(2.9)	(3.3)	(4.6)	(3.8)	(3.1)	(2.8)	(4.5)	(5.0)	(2.9)	(4.1)	(5.9)
Hispanic	5.6	11.5	2.5	3.9	3.8	7.9	6.4	7.4	3.5	7.0	2.4	3.1	4.2	6.8	8.8
	(1.0)	(3.1)	(1.3)	(1.4)	(1.1)	(1.8)	(2.3)	(2.0)	(1.2)	(1.4)	(1.5)	(1.8)	(1.2)	(2.1)	(3.4)
American Indian/Alaskan Native	1.4	1.2	0.8	2.5	1.5	1.4	1.9	1.7	0.9	1.8	1.1	0.3	1.3	2.6	0.0
	(0.5)	(1.0)	(0.7)	(1.1)	(0.7)	(0.8)	(1.3)	(1.0)	(0.6)	(0.8)	(1.0)	(0.6)	(0.7)	(1.4)	(0.0)
Asian/Pacific Islander	0.4	0.3	1.3	0.0	0.6	0.2	0.6	0.0	0.6	0.2	0.8	0.6	0.1	1.3	0.3
	(0.3)	(0.5)	(1.0)	(0.0)	(0.5)	(0.3)	(0.7)	(0.0)	(0.5)	(0.3)	(0.9)	(0.8)	(0.2)	(0.9)	(0.6)
Other	0.6	1.2	1.1	0.0	0.5	0.8	0.7	0.5	0.6	0.8	0.2	0.5	0.3	1.0	0.0
	(0.3)	(1.0)	(0.9)	(0.0)	(0.4)	(0.6)	(0.8)	(0.6)	(0.5)	(0.5)	(0.5)	(0.7)	(0.3)	(0.9)	(0.0)
Number of respondents	936	200	258	341	524	412	195	292	449	552	202	180	517	257	129
Percentage who spoke at home:															
English	92.2	89.1	93.3	94.9	92.3	92.1	92.9	93.1	91.0	92.0	94.1	90.7	98.2	94.7	59.1
	(1.2)	(3.0)	(2.1)	(1.6)	(1.6)	(1.8)	(2.4)	(2.0)	(1.8)	(1.5)	(2.3)	(3.0)	(0.8)	(1.9)	(5.9)
Another spoken language	2.0	5.3	1.3	0.9	1.4	2.8	1.8	3.3	1.1	2.6	0.7	1.2	1.8	1.1	5.3
	(0.6)	(2.2)	(1.0)	(0.7)	(0.7)	(1.1)	(1.3)	(1.4)	(0.7)	(0.9)	(0.8)	(1.1)	(0.8)	(0.9)	(2.7)
No spoken language	5.8	5.5	5.4	4.3	6.3	5.1	5.3	3.6	8.0	5.4	5.2	8.1	0.0	4.2	35.6
	(1.0)	(2.2)	(1.9)	(1.4)	(1.4)	(1.5)	(2.1)	(1.4)	(1.7)	(1.3)	(2.1)	(2.8)	(0.0)	(1.7)	(5.8)
Number of respondents	924	198	255	336	518	406	189	288	447	547	198	178	506	257	129

Source: Parent interviews.

Table 1B: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth:									
15 or 16 years old	28.3	21.7	25.2	27.1	23.4	29.1	29.5	20.3	24.1
	(3.8)	(3.3)	(3.4)	(3.8)	(2.3)	(9.2)	(3.1)	(3.1)	(4.2)
17 or 18 years old	35.3	33.4	36.3	32.3	34.7	45.6	33.3	36.5	35.8
	(4.0)	(3.8)	(3.8)	(3.9)	(2.6)	(10.1)	(3.2)	(3.8)	(4.8)
19 to 21 years old	30.5	38.3	32.4	35.1	35.2	20.3	32.0	35.9	33.5
	(3.8)	(3.9)	(3.7)	(4.0)	(2.6)	(8.1)	(3.2)	(3.7)	(4.7)
More than 21 years old	5.9	6.6	6.2	5.5	6.7	5.0	5.2	7.3	6.7
	(2.0)	(2.0)	(1.9)	(1.9)	(1.3)	(4.4)	(1.5)	(2.0)	(2.5)
Number of respondents	244	267	281	250	621	42	376	302	187
Average age	17.9	18.3	18.1	18.1	18.2	17.7	17.9	18.3	18.2
	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.4)	(0.1)	(0.2)	(0.2)
Number of respondents	244	267	281	250	621	42	376	302	187
Percentage who were male	58.6	59.1	53.5	57.4	57.7	38.7	58.1	55.7	56.6
	(4.1)	(4.0)	(3.9)	(4.2)	(2.7)	(9.8)	(3.4)	(3.9)	(4.9)
Number of respondents	244	267	281	250	621	42	376	302	187
Percentage who were:									
Black, not Hispanic	45.3	26.5	11.8	100	0.0	0.0	42.0	22.4	19.2
	(4.2)	(3.6)	(2.5)	(0.0)	(0.0)	(0.0)	(3.4)	(3.3)	(3.9)
White, not Hispanic	46.2	64.5	82.7	0.0	100	0.0	48.9	70.5	75.2
	(4.2)	(3.9)	(3.0)	(0.0)	(0.0)	(0.0)	(3.4)	(3.6)	(4.3)
Hispanic	6.2	5.8	2.6	0.0	0.0	100	7.8	3.1	2.8
	(2.0)	(1.9)	(1.2)	(0.0)	(0.0)	(0.0)	(1.8)	(1.3)	(1.6)
American Indian/Alaskan Native	1.5	1.7	1.4	0.0	0.0	0.0	0.8	2.8	0.6
	(1.0)	(1.0)	(0.9)	(0.0)	(0.0)	(0.0)	(0.6)	(1.3)	(0.8)
Asian/Pacific Islander	0.3	0.8	0.5	0.0	0.0	0.0	0.2	0.4	1.2
	(0.4)	(0.7)	(0.5)	(0.0)	(0.0)	(0.0)	(0.3)	(0.5)	(1.1)
Other	0.5	0.6	1.1	0.0	0.0	0.0	0.4	0.8	1.0
	(0.6)	(0.6)	(0.8)	(0.0)	(0.0)	(0.0)	(0.4)	(0.7)	(1.0)
Number of respondents	243	267	281	250	621	42	376	301	187
Percentage who spoke at home:									
English	93.1	94.1	93.3	95.0	93.6	59.1	92.7	95.8	91.2
	(2.1)	(1.9)	(2.0)	(1.9)	(1.3)	(10.3)	(1.8)	(1.6)	(2.8)
Another spoken language	2.7	2.6	0.0	0.6	0.1	30.0	3.1	0.7	1.5
	(1.4)	(1.3)	(0.0)	(0.7)	(0.2)	(9.6)	(1.2)	(0.6)	(1.2)
No spoken language	4.2	3.4	6.7	4.4	6.2	10.9	4.2	3.5	7.3
	(1.7)	(1.5)	(2.0)	(1.7)	(1.3)	(6.5)	(1.4)	(1.4)	(2.6)
Number of respondents	243	267	281	247	614	39	375	302	187

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Characteristics of Households	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in households with:															
A single parent	38.6	58.8	27.3	30.3	38.0	39.5	37.6	35.8	41.9	37.0	40.9	42.8	38.6	36.1	41.6
	(2.2)	(5.0)	(3.9)	(3.4)	(3.0)	(3.4)	(4.7)	(3.8)	(3.4)	(2.8)	(5.0)	(5.5)	(2.9)	(4.2)	(6.4)
Neither natural parent	6.0	5.9	5.6	6.0	5.9	6.1	10.0	3.8	5.4	6.3	5.6	4.5	7.7	3.8	2.5
	(1.1)	(2.4)	(2.0)	(1.8)	(1.5)	(1.7)	(3.1)	(1.6)	(1.6)	(1.5)	(2.4)	(2.4)	(1.7)	(1.7)	(2.1)
Other disabled children	21.6	24.2	25.9	17.8	21.6	21.7	29.5	22.0	16.2	24.6	16.1	15.7	24.3	17.3	18.0
	(1.9)	(4.3)	(3.8)	(2.8)	(2.5)	(2.9)	(4.4)	(3.3)	(2.5)	(2.5)	(3.7)	(4.0)	(2.6)	(3.3)	(5.0)
Disabled head of household	12.9	18.1	8.2	11.4	14.6	10.7	16.5	11.4	12.0	13.2	9.7	15.5	12.7	13.7	10.0
	(1.5)	(3.8)	(2.4)	(2.3)	(2.1)	(2.1)	(3.6)	(2.5)	(2.2)	(2.0)	(3.0)	(4.0)	(2.0)	(3.0)	(3.9)
Number of respondents	813	179	235	308	457	356	162	253	398	493	172	147	452	229	107
Average number of children in household	2.6	2.7	2.6	2.6	2.5	2.7	2.8	2.7	2.4	2.7	2.5	2.5	2.7	2.4	2.7
	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.2)	(0.2)	(0.1)	(0.1)	(0.3)
Number of respondents	876	188	245	324	493	383	185	280	411	534	186	156	493	246	111
Percentage with head of household with highest education being:															
Some high school	49.4	61.3	32.8	49.9	50.4	48.2	57.1	47.4	46.3	48.6	46.9	56.3	53.2	41.3	49.8
	(2.3)	(4.8)	(4.1)	(3.7)	(3.1)	(3.5)	(4.8)	(4.0)	(3.4)	(2.9)	(5.0)	(5.5)	(3.0)	(4.3)	(6.5)
High school diploma	33.1	24.5	39.2	37.1	32.3	34.2	26.4	34.7	36.0	33.4	36.4	27.7	32.9	37.3	26.6
	(2.2)	(4.3)	(4.3)	(3.6)	(2.9)	(3.3)	(4.3)	(3.8)	(3.3)	(2.7)	(4.8)	(5.0)	(2.8)	(4.2)	(5.7)
Some college or 2-year degree	10.2	8.8	13.7	9.1	8.6	12.2	9.6	11.6	9.2	10.4	9.1	10.3	9.0	10.3	13.8
	(1.4)	(2.8)	(3.0)	(2.1)	(1.7)	(2.3)	(2.9)	(2.6)	(2.0)	(1.8)	(2.9)	(3.4)	(1.7)	(2.7)	(4.5)
4-year college degree or more	7.3	5.4	14.3	3.8	8.7	5.4	6.8	6.3	8.4	7.6	7.5	5.7	5.0	11.1	9.8
	(1.2)	(2.2)	(3.1)	(1.4)	(1.7)	(1.6)	(2.4)	(1.9)	(1.9)	(1.5)	(2.7)	(2.6)	(1.3)	(2.7)	(3.9)
Number of respondents	865	187	241	318	487	378	183	273	409	527	184	154	486	242	111

Source: Parent interviews.

Table 28: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION

Characteristics of Households	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in households with:									
A single parent	56.2	35.4	13.5	65.0	25.1	36.0	45.3	34.7	30.0
	(4.2)	(3.9)	(2.7)	(4.1)	(2.4)	(10.0)	(3.4)	(3.7)	(4.6)
Neither natural parent	3.4	5.2	8.3	6.6	5.3	2.6	5.5	4.5	6.9
	(1.7)	(1.9)	(2.2)	(2.3)	(1.3)	(3.9)	(1.7)	(1.7)	(2.6)
Other disabled children	26.4	19.3	17.2	23.3	20.7	14.5	22.2	23.2	17.3
	(3.7)	(3.2)	(3.0)	(3.7)	(2.3)	(7.3)	(2.9)	(3.3)	(3.8)
Disabled head of household	20.2	12.0	3.9	16.3	11.2	8.5	19.2	8.9	3.9
	(3.4)	(2.6)	(1.5)	(3.2)	(1.8)	(5.8)	(2.7)	(2.2)	(1.9)
Number of respondents	203	245	275	214	547	29	332	284	178
Average number of children in household	2.7	2.6	2.6	3.0	2.4	3.4	2.7	2.6	2.4
	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.4)	(0.1)	(0.1)	(0.2)
Number of respondents	243	266	280	238	575	40	375	302	186
Percentage with head of household with highest education being:									
Some high school	64.1	51.7	20.4	65.9	39.9	71.9	100	0.0	0.0
	(4.0)	(4.0)	(3.2)	(4.1)	(2.8)	(9.7)	(0.0)	(0.0)	(0.0)
High school diploma	29.4	33.7	41.6	23.5	38.4	18.9	0.0	100	0.0
	(3.8)	(3.8)	(3.9)	(3.7)	(2.7)	(8.4)	(0.0)	(0.0)	(0.0)
Some college or 2-year degree	6.0	10.3	16.0	8.2	11.8	5.5	0.0	0.0	58.3
	(2.0)	(2.5)	(2.9)	(2.4)	(1.8)	(4.9)	(0.0)	(0.0)	(4.9)
4-year college degree or more	0.6	4.2	22.0	2.4	9.9	3.7	0.0	0.0	41.7
	(0.6)	(1.6)	(3.3)	(1.3)	(1.7)	(4.0)	(0.0)	(0.0)	(4.9)
Number of respondents	241	265	279	235	570	37	376	302	187

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION (Concluded)

Characteristics of Households	Total	Community			Gender		Age in 1987			School Status			Severity		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in household with 1986 annual income:															
Less than $12,000	42.1	51.8	27.5	41.7	42.8	41.2	47.1	42.3	38.8	39.8	46.7	46.2	47.3	34.1	35.1
	(2.4)	(5.3)	(4.1)	(3.7)	(3.2)	(3.6)	(5.1)	(4.1)	(3.5)	(3.0)	(5.3)	(5.8)	(3.1)	(4.4)	(6.8)
$12,000 to $24,999	32.5	26.6	33.9	36.8	33.4	31.4	27.9	30.9	36.9	33.4	28.7	33.8	31.2	32.4	38.1
	(2.3)	(4.7)	(4.4)	(3.7)	(3.0)	(3.4)	(4.6)	(3.9)	(3.5)	(2.9)	(4.8)	(5.5)	(2.9)	(4.3)	(6.9)
$25,000 to $37,999	13.6	12.7	17.3	13.6	12.4	15.3	16.0	13.2	12.6	14.6	10.3	13.8	12.1	18.0	11.4
	(1.7)	(3.5)	(3.5)	(2.6)	(2.1)	(2.6)	(3.7)	(2.8)	(2.4)	(2.2)	(3.2)	(4.0)	(2.1)	(3.6)	(4.5)
$38,000 to $50,000	8.1	5.9	14.5	5.3	7.8	8.4	7.0	11.1	6.0	9.1	8.2	3.3	7.2	9.2	10.9
	(1.3)	(2.5)	(3.3)	(1.7)	(1.7)	(2.0)	(2.6)	(2.6)	(1.7)	(1.8)	(2.9)	(2.1)	(1.6)	(2.7)	(4.4)
More than $50,000	3.7	3.0	6.9	2.6	3.6	3.8	2.0	2.5	5.7	3.1	6.1	3.0	2.2	6.3	4.5
	(0.9)	(1.8)	(2.3)	(1.2)	(1.2)	(1.4)	(1.4)	(1.3)	(1.7)	(1.1)	(2.5)	(2.0)	(0.9)	(2.3)	(2.9)
Number of respondents	780	165	218	301	443	337	164	251	365	473	166	141	449	216	94
Percentage in households that received:															
Social Security Disability Income	15.0	17.4	12.5	16.1	13.3	17.2	13.3	11.6	19.0	12.8	21.1	16.8	13.8	17.6	17.2
	(1.6)	(3.8)	(2.9)	(2.7)	(2.1)	(2.6)	(3.3)	(2.5)	(2.6)	(1.9)	(4.0)	(4.1)	(2.1)	(3.3)	(4.9)
Social Security survivors benefits	11.4	15.7	5.7	11.2	13.1	9.2	8.9	10.5	13.8	10.2	13.6	13.8	10.9	12.4	10.1
	(1.4)	(3.6)	(2.0)	(2.3)	(2.0)	(2.0)	(2.8)	(2.4)	(2.3)	(1.7)	(3.4)	(3.8)	(1.9)	(2.9)	(3.9)
Supplemental Security Income	30.2	31.2	27.8	28.0	27.6	33.7	23.2	21.3	42.7	28.6	33.4	33.2	18.7	46.9	55.9
	(2.1)	(4.6)	(3.9)	(3.3)	(2.7)	(3.2)	(4.1)	(3.2)	(3.3)	(2.6)	(4.6)	(5.1)	(2.3)	(4.3)	(6.4)
Medicaid or equivalent	30.1	35.3	28.5	24.7	27.2	34.0	29.1	24.0	36.3	29.1	30.1	34.9	27.0	32.5	40.4
	(2.1)	(4.8)	(3.9)	(3.1)	(2.7)	(3.2)	(4.4)	(3.4)	(3.2)	(2.6)	(4.5)	(5.2)	(2.7)	(4.0)	(6.3)
Aid to Families with Dependent Children	14.0	20.2	7.7	12.1	14.1	13.9	16.4	15.3	11.4	13.8	15.6	12.9	15.6	13.5	5.8
	(1.6)	(4.0)	(2.3)	(2.4)	(2.1)	(2.4)	(3.6)	(2.8)	(2.1)	(2.0)	(3.6)	(3.7)	(2.2)	(3.0)	(3.0)
Public assistance	11.8	19.2	8.6	7.8	10.0	14.2	12.0	13.2	10.4	11.7	12.3	11.7	13.2	9.6	8.8
	(1.5)	(4.0)	(2.4)	(1.9)	(1.8)	(2.4)	(3.1)	(2.7)	(2.0)	(1.8)	(3.2)	(3.5)	(2.0)	(2.5)	(3.6)
Food stamps	28.3	36.7	16.4	28.6	28.1	28.4	35.9	30.5	21.4	27.7	26.5	32.9	34.7	20.3	13.2
	(2.0)	(4.8)	(3.2)	(3.3)	(2.7)	(3.1)	(4.6)	(3.6)	(2.7)	(2.6)	(4.3)	(5.1)	(2.8)	(3.5)	(4.4)
Other benefits	9.2	10.0	6.6	10.1	9.2	9.3	10.5	7.2	10.3	8.9	8.9	11.0	8.9	11.8	6.7
	(1.3)	(3.0)	(2.1)	(2.2)	(1.8)	(2.0)	(2.9)	(2.0)	(2.0)	(1.6)	(2.8)	(3.4)	(1.7)	(2.8)	(3.2)
None of these benefits	35.5	26.6	49.3	35.3	37.6	32.7	36.1	43.9	27.6	39.8	28.7	25.3	37.9	31.0	28.8
	(2.2)	(4.3)	(4.3)	(3.5)	(2.9)	(3.2)	(4.6)	(3.9)	(3.0)	(2.8)	(4.4)	(4.7)	(2.9)	(4.0)	(5.8)
Number of respondents	863	181	245	316	485	376	180	276	406	525	185	153	486	241	109

Source: Parent interviews.

Table 28: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION (Concluded)

Characteristics of Households	Household Income: Under $12,000	Household Income: 12,000-$24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Percentage in household with 1986 annual income:									
Less than $12,000	100	0.0	0.0	62.4	31.6	50.3	54.7	36.2	16.2
	(0.0)	(0.0)	(0.0)	(4.5)	(2.7)	(11.4)	(3.6)	(3.9)	(3.9)
$12,000 to $24,999	0.0	100	0.0	28.3	34.2	36.4	34.3	32.4	28.0
	(0.0)	(0.0)	(0.0)	(4.2)	(2.8)	(11.0)	(3.4)	(3.8)	(4.8)
$25,000 to $37,999	0.0	0.0	53.8	5.8	17.9	9.0	7.4	20.4	18.5
	(0.0)	(0.0)	(4.0)	(2.2)	(2.3)	(6.5)	(1.9)	(3.3)	(4.1)
$38,000 to $50,000	0.0	0.0	31.7	2.5	11.2	4.2	2.9	8.3	23.0
	(0.0)	(0.0)	(3.7)	(1.5)	(1.9)	(4.6)	(1.2)	(2.3)	(4.5)
More than $50,000	0.0	0.0	14.5	1.1	5.2	0.0	0.7	2.7	14.4
	(0.0)	(0.0)	(2.8)	(1.0)	(1.3)	(0.0)	(0.6)	(1.3)	(3.7)
Number of respondents	244	267	269	202	522	33	334	277	163
Percentage in households that received:									
Social Security Disability Income	20.6	13.2	8.1	17.4	12.5	26.1	17.6	12.7	10.9
	(3.4)	(2.7)	(2.2)	(3.3)	(1.9)	(9.2)	(2.6)	(2.6)	(3.1)
Social Security survivors benefits	15.7	11.9	4.8	13.5	9.5	8.8	14.5	9.3	7.4
	(3.1)	(2.6)	(1.7)	(3.0)	(1.7)	(5.9)	(2.4)	(2.3)	(2.6)
Supplemental Security Income	33.1	29.9	23.8	32.0	28.8	30.9	31.5	31.4	25.6
	(3.9)	(3.7)	(3.4)	(4.1)	(2.5)	(9.8)	(3.2)	(3.6)	(4.4)
Medicaid or equivalent	39.3	24.8	16.4	35.2	26.7	39.4	32.2	30.2	22.9
	(4.1)	(3.5)	(2.9)	(4.2)	(2.5)	(10.1)	(3.2)	(3.6)	(4.2)
Aid to Families with Dependent Children	26.5	8.2	0.4	23.2	10.4	5.0	16.0	15.0	5.2
	(3.7)	(2.2)	(0.5)	(3.7)	(1.7)	(4.5)	(2.5)	(2.8)	(2.2)
Public assistance	18.7	9.0	1.4	15.8	8.8	21.7	15.9	10.0	3.6
	(3.3)	(2.3)	(0.9)	(3.2)	(1.6)	(8.5)	(2.5)	(2.4)	(1.9)
Food stamps	52.1	16.1	0.9	46.2	19.0	30.2	38.0	23.4	8.5
	(4.2)	(3.0)	(0.7)	(4.3)	(2.2)	(9.5)	(3.3)	(3.3)	(2.8)
Other benefits	11.6	8.4	6.8	12.1	7.4	12.7	9.6	9.8	7.5
	(2.7)	(2.3)	(2.0)	(2.8)	(1.5)	(7.0)	(2.0)	(2.3)	(2.6)
None of these benefits	14.0	40.9	64.0	21.6	43.5	29.4	26.2	37.8	54.0
	(2.9)	(4.0)	(3.8)	(3.6)	(2.8)	(9.4)	(3.0)	(3.8)	(4.9)
Number of respondents	242	263	278	231	569	38	366	298	182

Source: Parent interviews.

Table 3A: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH MENTAL RETARDATION ATTENDED SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status			Severity		
Community Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage who attended school in area that was:															
Urban	25.8	100	0.0	0.0	25.1	26.3	26.0	23.0	28.1	23.7	29.0	29.5	24.0	25.6	26.1
	(1.8)	(0.0)	(0.0)	(0.0)	(2.4)	(2.8)	(3.8)	(3.0)	(2.8)	(2.3)	(4.0)	(4.6)	(2.3)	(3.8)	(5.5)
Suburban	28.4	0.0	100	0.0	29.3	27.1	27.9	26.6	30.3	29.9	27.6	23.2	25.9	32.0	39.9
	(1.9)	(0.0)	(0.0)	(0.0)	(2.5)	(2.8)	(3.9)	(3.2)	(2.9)	(2.5)	(3.9)	(4.3)	(2.3)	(4.1)	(6.1)
Rural	45.8	0.0	0.0	100	45.5	46.6	46.0	50.3	41.6	46.4	43.4	47.3	50.1	42.4	33.9
	(2.1)	(0.0)	(0.0)	(0.0)	(2.8)	(3.2)	(4.3)	(3.6)	(3.1)	(2.7)	(4.3)	(5.1)	(2.6)	(4.3)	(5.9)
Number of respondents	1016	240	321	455	577	436	225	329	462	594	237	177	620	242	118
Percentage unemployed in county in which youth attended school	8.1	7.0	6.7	9.9	8.2	8.0	8.4	8.3	7.8	8.2	8.1	8.0	8.4	7.8	8.0
	(0.1)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.3)	(0.3)	(0.2)	(0.2)	(0.3)	(0.3)	(0.2)	(0.3)	(0.4)
Number of respondents	1204	240	321	455	690	511	270	369	565	668	274	246	701	302	155
Average monthly salary for service occupations in county in which youth attended school	1411	1594	1476	1237	1410	1412	1410	1400	1421	1416	1410	1397	1387	1427	1485
	(9.8)	(17.4)	(17.6)	(9.3)	(12.7)	(15.2)	(19.8)	(17.7)	(14.2)	(13.3)	(19.3)	(21.3)	(11.5)	(20.2)	(33.0)
Number of respondents	1204	240	321	455	690	511	270	369	565	668	274	246	701	302	155

Source: Bureau of Labor Statistics.

Table 3B: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH MENTAL RETARDATION ATTENDED SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Community Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended school in area that was:									
Urban	34.7	21.7	22.2	54.1	13.0	56.6	35.6	20.1	22.7
	(4.3)	(3.5)	(3.5)	(4.6)	(1.9)	(10.9)	(3.6)	(3.3)	(4.5)
Suburban	18.6	28.0	40.5	13.5	36.4	12.7	19.2	32.4	45.1
	(3.5)	(3.8)	(4.1)	(3.2)	(2.8)	(7.3)	(2.9)	(3.9)	(5.3)
Rural	46.8	50.4	37.3	32.5	50.6	30.8	45.2	47.5	32.2
	(4.5)	(4.3)	(4.0)	(4.4)	(2.9)	(10.1)	(3.7)	(4.1)	(5.0)
Number of respondents	206	237	250	204	539	36	317	267	162
Percentage unemployed in county in which youth attended school	8.4	8.1	7.4	7.8	7.8	10.0	8.2	7.8	7.4
	(0.3)	(0.3)	(0.2)	(0.3)	(0.2)	(1.1)	(0.3)	(0.3)	(0.3)
Number of respondents	244	267	281	250	621	42	376	302	187
Average monthly salary for service occupations in county in which youth attended school	1417	1390	1460	1477	1378	1637	1416	1394	1516
	(21.1)	(21.1)	(19.9)	(22.4)	(13.0)	(65.2)	(17.0)	(19.3)	(29.3)
Number of respondents	244	267	281	250	621	42	376	302	187

Source: Bureau of Labor Statistics.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Characteristics of Youth	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage with an additional disability that was:															
Learning disability	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.2	0.0
	(0.1)	(0.0)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)	(0.0)	(0.2)	(0.2)	(0.0)	(0.0)	(0.0)	(0.4)	(0.0)
Emotional disturbance	2.4	3.0	2.2	1.1	2.3	2.6	3.5	2.1	2.0	3.0	1.9	1.2	2.3	3.5	0.4
	(0.6)	(1.5)	(1.1)	(0.6)	(0.8)	(0.9)	(1.4)	(1.0)	(0.8)	(0.9)	(1.1)	(0.9)	(0.7)	(1.4)	(0.7)
Speech impairment	19.0	8.2	31.0	20.4	19.4	18.2	20.7	18.1	18.5	22.7	16.9	8.9	11.8	29.0	38.3
	(1.5)	(2.4)	(3.5)	(2.5)	(2.0)	(2.3)	(3.2)	(2.6)	(2.2)	(2.1)	(3.0)	(2.5)	(1.6)	(3.5)	(5.3)
Mental retardation	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Visual impairment	1.4	0.5	1.8	1.4	1.6	1.2	1.8	1.0	1.6	1.6	1.1	1.4	0.4	2.4	5.4
	(0.5)	(0.6)	(1.0)	(0.7)	(0.6)	(0.6)	(1.1)	(0.7)	(0.7)	(0.6)	(0.8)	(1.0)	(0.3)	(1.2)	(2.5)
Hard of hearing	1.3	1.5	2.0	1.0	1.3	1.2	0.7	1.7	1.3	1.7	0.7	0.6	0.9	2.3	1.7
	(0.4)	(1.1)	(1.1)	(0.6)	(0.6)	(0.7)	(0.7)	(0.9)	(0.6)	(0.7)	(0.7)	(0.7)	(0.5)	(1.2)	(1.4)
Deafness	0.3	0.2	0.0	0.5	0.2	0.5	0.0	0.3	0.5	0.2	0.4	0.3	0.2	0.3	1.0
	(0.2)	(0.3)	(0.0)	(0.4)	(0.2)	(0.4)	(0.0)	(0.3)	(0.4)	(0.3)	(0.5)	(0.5)	(0.2)	(0.4)	(1.1)
Orthopedic impairment	5.6	4.6	7.1	5.1	6.1	5.0	6.6	4.4	6.1	6.0	5.8	4.7	1.8	8.9	20.6
	(0.9)	(1.8)	(1.9)	(1.3)	(1.2)	(1.3)	(2.0)	(1.4)	(1.4)	(1.2)	(1.9)	(1.8)	(0.7)	(2.2)	(4.4)
Other health impairment	5.1	5.1	6.0	4.1	5.6	4.2	4.1	4.4	6.4	5.6	4.8	3.8	3.2	9.5	6.1
	(0.8)	(1.9)	(1.8)	(1.2)	(1.2)	(1.2)	(1.6)	(1.4)	(1.4)	(1.2)	(1.7)	(1.7)	(0.9)	(2.3)	(2.6)
Number of respondents	1204	240	321	455	690	511	270	369	565	668	274	246	701	302	155
Percentage with parents who said youth began having trouble with disability at:															
Birth	32.6	25.4	37.4	31.6	32.5	32.8	25.9	27.0	41.0	33.2	31.8	30.9	16.3	54.8	63.9
	(2.2)	(4.6)	(4.3)	(3.5)	(2.9)	(3.3)	(4.5)	(3.7)	(3.3)	(2.8)	(4.8)	(5.0)	(2.3)	(4.4)	(6.0)
Under 3 years of age	7.2	2.3	10.9	6.9	6.7	7.9	6.3	7.4	7.6	8.6	5.4	3.8	5.9	7.1	12.0
	(1.2)	(1.6)	(2.8)	(1.9)	(1.6)	(1.9)	(2.5)	(2.2)	(1.8)	(1.7)	(2.3)	(2.1)	(1.5)	(2.3)	(4.1)
3 to 5 years of age	18.3	20.0	17.6	17.7	18.6	18.0	21.3	22.2	13.5	19.2	15.9	17.7	18.8	19.6	13.1
	(1.8)	(4.2)	(3.4)	(2.9)	(2.5)	(2.7)	(4.2)	(3.4)	(2.3)	(2.4)	(3.7)	(4.2)	(2.5)	(3.5)	(4.2)
6 to 12 years of age	36.4	49.0	30.4	37.6	36.0	36.8	44.1	36.8	31.6	34.6	39.0	40.6	51.4	15.3	10.0
	(2.3)	(5.3)	(4.1)	(3.7)	(3.0)	(3.4)	(5.1)	(4.0)	(3.1)	(2.9)	(5.0)	(5.4)	(3.1)	(3.2)	(3.8)
More than 12 years of age	5.5	3.3	3.6	6.1	6.2	4.5	2.4	6.7	6.2	4.4	7.9	7.0	7.6	3.3	1.0
	(1.1)	(1.9)	(1.7)	(1.8)	(1.5)	(1.5)	(1.6)	(2.1)	(1.6)	(1.2)	(2.8)	(2.8)	(1.7)	(1.6)	(1.2)
Number of respondents	832	170	237	298	461	371	162	257	413	494	179	158	454	233	119

Source: Parent interviews and students' school records.

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Characteristics of Youth	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with an additional disability that was:									
Learning disability	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)	(0.0)	(0.0)
Emotional disturbance	0.6	4.3	1.1	2.1	2.6	0.0	2.6	1.0	4.9
	(0.7)	(1.6)	(0.8)	(1.2)	(0.9)	(0.0)	(1.1)	(0.8)	(2.1)
Speech impairment	15.9	24.7	24.3	12.8	22.9	22.9	16.3	21.5	29.0
	(3.0)	(3.5)	(3.4)	(2.8)	(2.3)	(8.5)	(2.5)	(3.2)	(4.5)
Mental retardation	---	---	---	---	---	---	---	---	---
Visual impairment	0.8	1.8	2.7	1.5	1.8	0.0	0.5	2.6	2.2
	(0.8)	(1.1)	(1.3)	(1.0)	(0.7)	(0.0)	(0.5)	(1.2)	(1.5)
Hard of hearing	0.5	1.8	2.7	1.0	1.5	0.0	0.7	2.4	1.3
	(0.6)	(1.1)	(1.3)	(0.8)	(0.7)	(0.0)	(0.6)	(1.2)	(1.1)
Deafness	0.2	0.8	0.0	0.2	0.4	0.0	0.4	0.4	0.0
	(0.4)	(0.7)	(0.0)	(0.4)	(0.3)	(0.0)	(0.4)	(0.5)	(0.0)
Orthopedic impairment	3.5	7.2	8.2	2.8	7.9	5.8	5.0	7.6	7.5
	(1.5)	(2.1)	(2.2)	(1.4)	(1.5)	(4.7)	(1.5)	(2.1)	(2.6)
Other health impairment	2.9	7.6	7.8	4.5	7.2	4.1	4.8	6.9	9.8
	(1.4)	(2.1)	(2.1)	(1.8)	(1.4)	(4.0)	(1.5)	(2.0)	(3.0)
Number of respondents	244	267	281	250	621	42	376	302	187
Percentage with parents who said youth began having trouble with disability at:									
Birth	24.7	27.1	47.4	20.7	38.3	34.3	24.9	33.5	45.9
	(3.8)	(3.8)	(4.0)	(3.8)	(2.8)	(10.1)	(3.1)	(3.8)	(5.1)
Under 3 years of age	5.0	9.4	6.4	4.7	7.2	10.8	5.7	6.8	11.6
	(1.9)	(2.5)	(2.0)	(2.0)	(1.5)	(6.6)	(1.7)	(2.0)	(3.3)
3 to 5 years of age	15.4	21.0	19.6	18.0	18.1	24.5	16.9	21.4	18.5
	(3.2)	(3.5)	(3.2)	(3.6)	(2.2)	(9.1)	(2.7)	(3.3)	(4.0)
6 to 12 years of age	47.9	38.2	24.1	46.3	32.5	30.5	44.1	35.3	22.5
	(4.4)	(4.1)	(3.5)	(4.6)	(2.7)	(9.8)	(3.6)	(3.9)	(4.3)
More than 12 years of age	7.0	4.2	2.5	10.2	4.0	0.0	8.5	3.0	1.4
	(2.3)	(1.7)	(1.3)	(2.8)	(1.1)	(0.0)	(2.0)	(1.4)	(1.2)
Number of respondents	216	241	265	207	566	38	330	279	174

Source: Parent interviews and students' school records.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Characteristics of Youth	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage with parents who said youth began receiving special services for disability at:															
Birth	6.6	5.2	9.0	5.3	5.8	7.7	5.9	3.7	9.4	6.0	9.0	6.3	3.6	9.3	15.7
	(1.2)	(2.4)	(2.6)	(1.7)	(1.5)	(1.9)	(2.5)	(1.6)	(2.0)	(1.4)	(2.9)	(2.7)	(1.2)	(2.6)	(4.7)
Under 3 years of age	4.7	4.5	5.4	1.6	5.3	4.0	5.8	2.8	5.7	5.0	3.8	4.8	1.9	6.9	14.2
	(1.0)	(2.2)	(2.0)	(1.0)	(1.4)	(1.4)	(2.4)	(1.4)	(1.6)	(1.3)	(2.0)	(2.3)	(0.9)	(2.3)	(4.5)
3 to 5 years of age	24.4	16.8	28.3	24.5	24.4	24.5	22.5	25.1	24.9	26.9	20.9	18.7	15.9	39.8	32.7
	(2.0)	(4.0)	(4.0)	(3.3)	(2.7)	(3.0)	(4.4)	(3.6)	(2.9)	(2.7)	(4.2)	(4.3)	(2.3)	(4.4)	(6.1)
6 to 12 years of age	53.4	62.2	49.1	57.6	53.0	53.9	61.0	55.4	47.4	54.0	51.4	53.3	64.1	38.2	31.8
	(2.4)	(5.2)	(4.5)	(3.8)	(3.2)	(3.5)	(5.1)	(4.1)	(3.4)	(3.0)	(5.2)	(5.5)	(3.0)	(4.4)	(6.0)
More than 12 years of age	10.8	11.3	8.2	11.0	11.6	9.9	4.8	12.9	12.5	8.1	14.8	16.9	14.5	5.8	5.6
	(1.5)	(3.4)	(2.5)	(2.4)	(2.0)	(2.1)	(2.2)	(2.8)	(2.2)	(1.7)	(3.7)	(4.1)	(2.2)	(2.1)	(3.0)
Number of respondents	816	166	232	295	452	364	158	253	405	484	176	156	448	228	113
Percentage with IQ of:															
33 or lower	8.3	8.6	11.8	4.5	8.8	7.8	3.3	8.5	11.6	8.5	8.7	6.9	0.0	1.5	75.5
	(1.3)	(3.1)	(2.8)	(1.5)	(1.7)	(1.9)	(1.7)	(2.2)	(2.3)	(1.7)	(2.7)	(2.9)	(0.0)	(1.2)	(6.0)
34 to 50	17.0	15.5	16.1	15.2	13.9	21.5	14.3	18.2	17.8	19.8	13.5	10.6	1.2	69.0	12.4
	(1.8)	(4.0)	(3.2)	(2.5)	(2.1)	(2.9)	(3.4)	(3.1)	(2.7)	(2.4)	(3.2)	(3.6)	(0.6)	(4.6)	(4.6)
51 to 70	44.6	45.5	42.6	48.1	44.5	44.5	49.2	42.1	43.9	43.1	47.5	47.5	58.0	28.1	10.3
	(2.3)	(5.5)	(4.4)	(3.5)	(3.1)	(3.6)	(4.8)	(3.9)	(3.6)	(3.0)	(4.7)	(5.8)	(2.9)	(4.4)	(4.2)
71 to 90	29.2	29.8	26.9	32.2	31.5	25.9	30.8	31.2	26.1	27.6	29.5	34.4	39.8	1.3	1.8
	(2.1)	(5.1)	(3.9)	(3.3)	(2.9)	(3.1)	(4.4)	(3.7)	(3.2)	(2.7)	(4.3)	(5.5)	(2.9)	(1.1)	(1.9)
91 to 110	0.9	0.5	2.6	0.0	1.4	0.2	2.4	0.0	0.7	1.0	0.7	0.6	1.0	0.0	0.0
	(0.4)	(0.8)	(1.4)	(0.0)	(0.7)	(0.3)	(1.5)	(0.0)	(0.6)	(0.6)	(0.8)	(0.9)	(0.6)	(0.0)	(0.0)
Higher than 110	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	803	151	235	342	458	342	183	270	350	464	196	133	494	183	95
Average IQ	60.2	61.5	59.7	61.8	61.3	58.7	63.9	59.4	58.6	59.4	61.3	62.2	68.4	47.7	30.1
	(0.8)	(1.7)	(1.7)	(1.0)	(1.1)	(1.2)	(1.5)	(1.3)	(1.2)	(1.1)	(1.5)	(1.8)	(0.5)	(0.8)	(2.2)
Number of respondents	803	151	235	342	458	342	183	270	350	464	196	133	494	183	95

Source: Parent interviews and students' school records

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Characteristics of Youth	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with parents who said youth began receiving special services for disability at:									
Birth	5.6	3.4	10.9	3.3	8.4	4.9	4.6	7.8	7.8
	(2.1)	(1.6)	(2.5)	(1.7)	(1.6)	(4.7)	(1.6)	(2.2)	(2.8)
Under 3 years of age	3.4	4.1	7.3	5.1	4.9	0.0	2.6	4.9	8.7
	(1.6)	(1.7)	(2.1)	(2.1)	(1.2)	(0.0)	(1.2)	(1.8)	(2.9)
3 to 5 years of age	13.3	25.1	33.1	16.4	26.4	35.5	13.3	30.5	39.6
	(3.0)	(3.7)	(3.8)	(3.5)	(2.5)	(10.4)	(2.5)	(3.8)	(5.1)
6 to 12 years of age	62.5	57.6	43.3	54.9	53.9	48.9	64.9	48.3	38.4
	(4.3)	(4.2)	(4.0)	(4.7)	(2.9)	(10.9)	(3.5)	(4.1)	(5.0)
More than 12 years of age	15.2	9.8	5.4	20.4	6.5	10.7	14.5	8.6	5.5
	(3.2)	(2.6)	(1.8)	(3.8)	(1.4)	(6.7)	(2.6)	(2.3)	(2.4)
Number of respondents	212	236	265	204	555	36	321	277	173
Percentage with IQ of:									
33 or lower	3.9	10.3	11.4	7.9	9.3	13.9	8.3	5.2	15.6
	(2.1)	(3.0)	(3.2)	(3.1)	(2.0)	(9.8)	(2.4)	(2.3)	(4.4)
34 to 50	18.1	18.7	21.8	18.6	18.6	35.7	17.4	22.5	21.6
	(4.2)	(3.9)	(4.1)	(4.5)	(2.6)	(13.6)	(3.3)	(4.2)	(5.0)
51 to 70	45.8	38.4	35.2	53.3	37.6	31.5	44.9	35.0	41.4
	(5.4)	(4.8)	(4.7)	(5.7)	(3.3)	(13.2)	(4.3)	(4.8)	(6.0)
71 to 90	31.4	32.6	28.3	20.2	33.4	18.9	28.4	36.1	20.0
	(5.0)	(4.7)	(4.5)	(4.6)	(3.2)	(11.1)	(3.9)	(4.9)	(4.9)
91 to 110	0.8	0.0	3.3	0.0	1.2	0.0	1.0	1.2	1.3
	(0.9)	(0.0)	(1.8)	(0.0)	(0.7)	(0.0)	(0.8)	(1.1)	(1.4)
Higher than 110	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	142	174	176	135	394	21	233	174	122
Average IQ	62.4	60.0	57.8	58.7	60.2	53.9	60.4	61.8	54.5
	(1.5)	(1.7)	(2.0)	(1.7)	(1.2)	(4.8)	(1.4)	(1.7)	(2.3)
Number of respondents	142	174	176	135	394	21	233	174	122

Source: Parent interviews and students' school records.

Table 5A: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH MENTAL RETARDATION

Reported Self-Care Skills of Youth		Community			Gender		Age in 1987			School Status			Severity		
	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage able to dress themselves completely:															
Very well	76.9	79.7	77.7	80.2	78.0	75.4	76.1	80.7	74.1	75.6	78.6	80.5	89.0	68.8	34.0
	(1.9)	(4.0)	(3.6)	(2.9)	(2.5)	(3.0)	(4.1)	(3.1)	(2.9)	(2.5)	(4.1)	(4.3)	(1.9)	(4.0)	(6.1)
Pretty well	15.2	12.9	15.3	12.8	15.2	15.1	15.5	13.3	16.6	15.4	16.1	13.1	8.7	22.9	28.5
	(1.6)	(3.3)	(3.1)	(2.4)	(2.2)	(2.5)	(3.5)	(2.7)	(2.5)	(2.1)	(3.7)	(3.7)	(1.7)	(3.6)	(5.8)
Not very well	4.1	3.4	3.5	3.9	3.2	5.2	3.0	3.9	4.9	5.1	2.7	1.2	1.5	6.1	13.4
	(0.9)	(1.8)	(1.6)	(1.4)	(1.1)	(1.5)	(1.7)	(1.5)	(1.4)	(1.3)	(1.6)	(1.2)	(0.7)	(2.1)	(4.4)
Not at all well	3.9	4.1	3.5	3.0	3.5	4.3	5.3	2.1	4.5	3.9	2.5	5.2	0.7	2.1	24.1
	(0.9)	(2.0)	(1.6)	(1.2)	(1.1)	(1.4)	(2.2)	(1.1)	(1.4)	(1.1)	(1.6)	(2.4)	(0.5)	(1.3)	(5.5)
Number of respondents	886	191	249	329	498	388	185	280	421	537	188	161	497	248	113
Percentage able to feed themselves:															
Very well	88.0	88.9	86.3	89.9	88.4	87.5	84.6	90.6	87.9	86.2	91.5	91.5	94.8	85.7	57.8
	(1.5)	(3.1)	(3.0)	(2.2)	(1.9)	(2.3)	(3.5)	(2.3)	(2.2)	(2.0)	(2.8)	(3.0)	(1.3)	(3.0)	(6.3)
Pretty well	8.1	5.6	10.1	7.5	8.7	7.2	9.7	6.4	8.5	9.2	6.9	4.7	4.6	11.7	18.0
	(1.2)	(2.3)	(2.6)	(1.9)	(1.7)	(1.8)	(2.8)	(1.9)	(1.9)	(1.7)	(2.5)	(2.3)	(1.3)	(2.8)	(4.9)
Not very well	2.3	3.3	2.2	1.4	1.8	3.0	2.8	2.2	2.1	3.0	0.7	1.6	0.6	2.6	10.7
	(0.7)	(1.8)	(1.3)	(0.9)	(0.8)	(1.2)	(1.6)	(1.2)	(1.0)	(1.0)	(0.8)	(1.3)	(0.5)	(1.4)	(3.9)
Not at all well	1.6	2.2	1.4	1.1	1.1	2.3	3.0	0.8	1.5	1.7	1.0	2.2	0.0	0.0	13.4
	(0.6)	(1.4)	(1.0)	(0.8)	(0.6)	(1.0)	(1.6)	(0.7)	(0.8)	(0.7)	(1.0)	(1.6)	(0.0)	(0.0)	(4.4)
Number of respondents	888	192	250	329	499	389	185	281	422	538	188	162	498	248	114
Percentage able to get places outside the home:															
Very well	73.0	73.1	72.3	78.8	74.1	71.6	73.6	77.7	68.6	71.0	73.1	81.2	87.8	60.0	22.8
	(2.0)	(4.4)	(3.9)	(3.0)	(2.6)	(3.1)	(4.2)	(3.3)	(3.1)	(2.6)	(4.4)	(4.2)	(2.0)	(4.2)	(5.4)
Pretty well	8.9	6.1	8.5	8.0	10.0	7.5	11.0	6.8	9.5	9.6	8.6	6.6	7.2	13.3	10.8
	(1.3)	(2.3)	(2.4)	(2.0)	(1.8)	(1.8)	(3.0)	(2.0)	(2.0)	(1.7)	(2.8)	(2.7)	(1.5)	(2.9)	(4.0)
Not very well	5.2	4.2	5.6	5.0	4.7	5.9	5.2	3.9	6.4	6.1	5.6	1.5	2.8	8.7	11.1
	(1.0)	(2.0)	(2.0)	(1.6)	(1.3)	(1.6)	(2.1)	(1.5)	(1.6)	(1.4)	(2.3)	(1.3)	(1.0)	(2.4)	(4.1)
Not at all well	12.8	16.6	13.5	8.2	11.1	15.0	10.2	11.6	15.5	13.3	12.7	10.7	2.1	17.9	55.3
	(1.5)	(3.7)	(3.0)	(2.0)	(1.9)	(2.5)	(2.9)	(2.5)	(2.4)	(2.0)	(3.3)	(3.3)	(0.9)	(3.3)	(6.4)
Number of respondents	884	192	249	326	499	385	185	278	421	535	186	163	498	246	112
Average self-care skills scale score:*															
Low (3-8)	11.9	13.1	12.1	8.6	11.3	12.7	11.4	10.3	13.6	13.0	9.7	10.2	2.7	15.1	52.0
	(1.5)	(3.3)	(2.8)	(2.0)	(1.9)	(2.3)	(3.1)	(2.4)	(2.3)	(1.9)	(3.0)	(3.3)	(1.0)	(3.1)	(6.5)
Medium (9-11)	20.6	17.7	21.7	18.7	18.7	23.3	20.8	16.6	24.0	21.9	21.5	14.3	14.0	33.0	29.9
	(1.8)	(3.8)	(3.6)	(2.8)	(2.4)	(2.9)	(3.9)	(3.0)	(2.9)	(2.4)	(4.1)	(3.8)	(2.1)	(4.1)	(5.9)
High (12)	67.4	69.2	66.3	72.8	70.0	64.0	67.8	73.1	62.4	65.1	68.8	75.5	83.4	51.9	18.1
	(2.1)	(4.6)	(4.1)	(3.2)	(2.8)	(3.3)	(4.5)	(3.5)	(3.2)	(2.7)	(4.6)	(4.7)	(2.2)	(4.3)	(5.0)
Number of respondents	881	191	247	326	497	384	185	277	419	534	186	161	496	246	111

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* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews

Table 5B: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH MENTAL RETARDATION

Reported Self-Care Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to dress themselves completely:									
Very well	77.6	77.6	73.6	80.8	76.2	63.1	79.7	74.1	74.1
	(3.5)	(3.4)	(3.5)	(3.4)	(2.4)	(10.1)	(2.8)	(3.4)	(4.3)
Pretty well	13.0	15.7	18.5	12.6	16.2	16.6	12.9	18.5	15.7
	(2.8)	(2.9)	(3.1)	(2.9)	(2.0)	(7.8)	(2.3)	(3.0)	(3.6)
Not very well	5.7	2.3	3.4	3.5	3.5	14.1	4.4	3.1	5.1
	(2.0)	(1.2)	(1.4)	(1.6)	(1.0)	(7.3)	(1.4)	(1.4)	(2.2)
Not at all well	3.7	4.4	4.5	3.1	4.2	6.2	3.1	4.3	5.1
	(1.6)	(1.7)	(1.6)	(1.5)	(1.1)	(5.0)	(1.2)	(1.6)	(2.2)
Number of respondents	238	266	281	237	586	39	368	300	187
Percentage able to feed themselves:									
Very well	89.0	88.9	86.2	92.1	86.9	73.9	89.9	86.9	86.7
	(2.6)	(2.5)	(2.7)	(2.3)	(1.9)	(9.1)	(2.1)	(2.6)	(3.4)
Pretty well	7.8	7.1	7.6	6.1	9.1	8.9	7.3	8.3	7.8
	(2.3)	(2.1)	(2.1)	(2.1)	(1.6)	(5.9)	(1.8)	(2.2)	(2.7)
Not very well	2.5	2.6	2.4	1.1	2.0	13.2	2.1	2.9	1.5
	(1.3)	(1.3)	(1.2)	(0.9)	(0.8)	(7.0)	(1.0)	(1.3)	(1.2)
Not at all well	0.6	1.4	3.8	0.7	2.0	3.9	0.8	1.8	4.0
	(0.7)	(0.9)	(1.5)	(0.7)	(0.8)	(4.0)	(0.6)	(1.0)	(1.9)
Number of respondents	238	267	281	237	587	40	370	300	187
Percentage able to get places outside the home:									
Very well	78.6	77.0	61.3	78.2	71.5	59.7	78.2	69.5	64.8
	(3.5)	(3.4)	(3.8)	(3.6)	(2.5)	(10.1)	(2.8)	(3.6)	(4.8)
Pretty well	7.6	8.6	12.7	7.8	9.3	9.4	8.4	10.5	8.3
	(2.2)	(2.3)	(2.6)	(2.3)	(1.6)	(6.0)	(1.9)	(2.4)	(2.7)
Not very well	3.1	4.9	8.6	3.7	5.2	13.0	4.6	6.0	6.1
	(1.5)	(1.8)	(2.2)	(1.6)	(1.2)	(6.9)	(1.4)	(1.9)	(2.4)
Not at all well	10.7	9.6	17.4	10.4	14.0	17.8	8.8	14.0	20.7
	(2.6)	(2.4)	(3.0)	(2.7)	(1.9)	(7.9)	(1.9)	(2.7)	(4.0)
Number of respondents	237	264	281	235	584	40	369	297	186
Average self-care skills scale score:*									
Low (3-8)	12.0	9.8	13.9	9.6	12.7	20.8	9.8	11.7	17.2
	(2.8)	(2.4)	(2.7)	(2.6)	(1.9)	(8.5)	(2.1)	(2.5)	(3.8)
Medium (9-11)	13.8	20.9	31.3	15.9	22.2	22.3	17.3	25.2	23.6
	(2.9)	(3.3)	(3.6)	(3.2)	(2.3)	(8.7)	(2.6)	(3.4)	(4.2)
High (12)	74.3	69.3	54.8	74.5	65.1	56.8	72.9	63.1	59.1
	(3.7)	(3.8)	(3.9)	(3.8)	(2.7)	(10.4)	(3.1)	(3.8)	(4.9)
Number of respondents	237	263	281	235	583	39	367	297	186

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* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH MENTAL RETARDATION

Reported Functional Skills of Youth	Total	Community			Gender		Age in 1987			School Status			Severity		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage able to look up phone numbers and use the phone:															
Very well	41.2	42.9	37.1	41.2	39.1	44.0	43.1	43.8	37.8	38.7	39.5	54.5	57.3	21.1	3.3
	(2.2)	(4.9)	(4.2)	(3.6)	(3.0)	(3.4)	(4.8)	(3.9)	(3.3)	(2.8)	(4.9)	(5.5)	(3.0)	(3.5)	(2.3)
Pretty well	18.8	14.6	23.0	22.9	19.1	18.4	15.0	21.9	18.5	18.8	23.3	13.1	22.5	17.9	4.5
	(1.8)	(3.5)	(3.7)	(3.1)	(2.4)	(2.7)	(3.5)	(3.3)	(2.6)	(2.3)	(4.2)	(3.7)	(2.5)	(3.3)	(2.7)
Not very well	14.9	15.2	15.9	15.7	15.5	14.1	17.2	13.4	14.8	14.9	16.3	13.2	13.9	19.1	9.2
	(1.6)	(3.6)	(3.2)	(2.7)	(2.2)	(2.4)	(3.6)	(2.7)	(2.4)	(2.1)	(3.7)	(3.7)	(2.1)	(3.4)	(3.7)
Not at all well	25.1	27.4	24.1	20.3	26.3	23.5	24.8	20.8	29.0	27.6	20.9	19.2	6.2	42.0	82.9
	(2.0)	(4.4)	(3.7)	(3.0)	(2.7)	(2.9)	(4.2)	(3.2)	(3.1)	(2.6)	(4.1)	(4.3)	(1.5)	(4.3)	(4.8)
Number of respondents	874	189	245	320	492	382	183	277	414	531	188	155	491	244	113
Percentage able to tell time on a clock with hands:															
Very well	46.7	49.9	42.4	47.2	49.2	43.5	46.1	51.9	42.6	42.3	49.3	62.9	62.6	28.4	6.9
	(2.3)	(4.9)	(4.3)	(3.6)	(3.0)	(3.4)	(4.8)	(3.9)	(3.3)	(2.8)	(5.0)	(5.3)	(2.9)	(3.9)	(3.3)
Pretty well	18.4	11.1	24.7	19.9	19.3	17.2	15.5	20.6	18.3	19.7	18.2	12.9	20.1	20.5	7.8
	(1.8)	(3.1)	(3.7)	(2.9)	(2.4)	(2.6)	(3.5)	(3.2)	(2.6)	(2.3)	(3.8)	(3.7)	(2.4)	(3.5)	(3.4)
Not very well	15.5	14.3	16.9	17.5	13.3	18.4	19.6	12.1	15.9	16.5	15.2	11.5	11.3	23.4	17.0
	(1.6)	(3.5)	(3.2)	(2.8)	(2.1)	(2.7)	(3.8)	(2.6)	(2.5)	(2.1)	(3.6)	(3.5)	(1.9)	(3.7)	(4.8)
Not at all well	19.3	24.8	16.0	15.5	18.2	20.8	18.9	15.4	23.1	21.5	17.3	12.7	6.0	27.7	68.3
	(1.8)	(4.3)	(3.2)	(2.6)	(2.3)	(2.8)	(3.8)	(2.8)	(2.8)	(2.4)	(3.8)	(3.7)	(1.4)	(3.9)	(6.0)
Number of respondents	882	190	248	324	495	387	183	282	417	538	188	156	494	248	114
Percentage able to read/understand common signs:															
Very well	56.7	58.9	57.1	56.4	54.0	60.3	53.0	58.2	57.7	52.4	62.8	68.3	69.1	45.5	16.7
	(2.3)	(4.9)	(4.3)	(3.6)	(3.0)	(3.4)	(4.8)	(3.9)	(3.3)	(2.9)	(4.9)	(5.1)	(2.8)	(4.3)	(4.8)
Pretty well	24.1	17.1	29.3	24.9	26.9	20.4	28.0	27.9	18.3	27.3	18.9	16.3	23.3	30.5	17.8
	(2.0)	(3.7)	(4.0)	(3.2)	(2.7)	(2.8)	(4.3)	(3.6)	(2.6)	(2.6)	(4.0)	(4.1)	(2.6)	(4.0)	(4.9)
Not very well	9.3	14.1	6.6	9.6	9.6	8.8	6.8	9.3	10.9	9.7	9.1	7.5	6.2	12.6	16.7
	(1.3)	(3.5)	(2.2)	(2.2)	(1.8)	(2.0)	(2.4)	(2.3)	(2.1)	(1.7)	(2.9)	(2.9)	(1.5)	(2.9)	(4.8)
Not at all well	9.9	9.9	7.0	9.1	9.5	10.5	12.1	4.7	13.2	10.6	9.2	7.9	1.4	11.4	48.7
	(1.4)	(3.0)	(2.2)	(2.1)	(1.8)	(2.1)	(3.2)	(1.7)	(2.3)	(1.8)	(2.9)	(3.0)	(0.7)	(2.7)	(6.4)
Number of respondents	873	189	244	321	491	382	183	277	413	536	182	155	487	247	113

Source: Parent interviews.

Table 6B: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH MENTAL RETARDATION

Reported Functional Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to look up phone numbers and use the phone:									
Very well	44.6	45.5	31.5	51.5	37.4	36.5	49.3	35.1	30.5
	(4.2)	(4.1)	(3.7)	(4.3)	(2.7)	(10.1)	(3.4)	(3.8)	(4.6)
Pretty well	18.8	17.6	20.5	14.0	22.9	3.0	14.9	24.2	18.2
	(3.3)	(3.1)	(3.2)	(3.0)	(2.4)	(3.5)	(2.4)	(3.4)	(3.9)
Not very well	16.2	11.5	16.7	11.7	14.9	17.1	14.4	16.3	14.8
	(3.1)	(2.6)	(2.9)	(2.8)	(2.0)	(7.9)	(2.4)	(2.9)	(3.5)
Not at all well	20.4	25.3	31.4	22.9	24.8	43.4	21.4	24.5	36.5
	(3.4)	(3.5)	(3.7)	(3.6)	(2.4)	(10.4)	(2.8)	(3.4)	(4.8)
Number of respondents	243	262	279	235	577	39	372	297	184
Percentage able to tell time on a clock with hands:									
Very well	54.4	45.6	36.4	56.3	43.7	32.2	53.1	44.7	33.5
	(4.2)	(4.0)	(3.8)	(4.3)	(2.8)	(9.6)	(3.4)	(3.9)	(4.7)
Pretty well	15.2	19.7	23.2	12.3	21.8	5.7	16.1	18.4	24.3
	(3.0)	(3.2)	(3.3)	(2.8)	(2.3)	(4.8)	(2.5)	(3.0)	(4.3)
Not very well	12.6	19.5	16.6	13.2	15.8	23.6	14.0	17.8	15.7
	(2.8)	(3.2)	(2.9)	(2.9)	(2.0)	(8.8)	(2.4)	(3.0)	(3.6)
Not at all well	17.8	15.2	23.8	18.1	18.7	38.5	16.8	19.1	26.5
	(3.2)	(2.9)	(3.3)	(3.3)	(2.2)	(10.0)	(2.6)	(3.1)	(4.4)
Number of respondents	242	266	281	238	581	40	375	299	187
Percentage able to read/understand common signs:									
Very well	57.9	56.7	56.8	56.7	57.6	55.4	58.8	56.4	53.8
	(4.1)	(4.0)	(3.9)	(4.3)	(2.8)	(10.3)	(3.4)	(3.9)	(5.0)
Pretty well	22.8	24.3	25.6	21.7	25.5	11.6	21.0	27.2	27.7
	(3.5)	(3.5)	(3.5)	(3.6)	(2.4)	(6.6)	(2.8)	(3.5)	(4.5)
Not very well	8.3	11.4	7.8	11.1	7.3	19.2	10.1	8.6	6.6
	(2.3)	(2.6)	(2.1)	(2.7)	(1.5)	(8.1)	(2.1)	(2.2)	(2.5)
Not at all well	11.0	7.6	9.8	10.5	9.6	13.7	10.1	7.9	11.9
	(2.6)	(2.1)	(2.4)	(2.7)	(1.7)	(7.1)	(2.1)	(2.1)	(3.2)
Number of respondents	241	264	277	235	575	40	370	297	185

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Reported Functional Skills of Youth	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage able to count change:															
Very well	35.8	42.2	27.1	37.3	39.5	30.8	36.8	38.9	32.3	30.9	40.5	50.9	49.5	19.0	3.1
	(2.2)	(4.9)	(3.8)	(3.5)	(3.0)	(3.2)	(4.7)	(3.9)	(3.1)	(2.7)	(4.9)	(5.5)	(3.0)	(3.4)	(2.2)
Pretty well	23.2	16.0	26.6	26.6	24.0	22.0	25.4	25.3	19.9	24.7	23.2	16.5	27.3	22.2	6.4
	(1.9)	(3.6)	(3.8)	(3.2)	(2.6)	(2.9)	(4.2)	(3.4)	(2.7)	(2.5)	(4.2)	(4.1)	(2.7)	(3.6)	(3.1)
Not very well	24.1	22.9	29.0	21.8	22.5	26.3	21.5	24.9	25.2	27.3	20.1	15.7	17.8	34.9	29.7
	(1.9)	(4.2)	(3.9)	(3.0)	(2.5)	(3.0)	(4.0)	(3.4)	(2.9)	(2.6)	(4.0)	(4.0)	(2.3)	(4.1)	(5.9)
Not at all well	16.9	18.9	17.3	14.3	14.0	20.8	16.3	11.0	22.5	17.1	16.2	16.9	5.5	23.9	60.9
	(1.7)	(3.9)	(3.3)	(2.6)	(2.1)	(2.8)	(3.6)	(2.5)	(2.8)	(2.2)	(3.7)	(4.1)	(1.4)	(3.7)	(6.3)
Number of respondents	880	189	247	323	496	384	184	279	417	535	188	157	495	246	113
Average functional skills scale score:*															
4 to 8	21.6	25.0	18.9	17.8	20.8	22.7	22.3	16.3	25.8	23.5	20.4	15.1	4.9	32.1	80.4
	(1.9)	(4.3)	(3.4)	(2.8)	(2.5)	(2.9)	(4.0)	(3.0)	(3.0)	(2.5)	(4.1)	(4.0)	(1.3)	(4.1)	(5.2)
9 to 12	29.4	24.7	36.5	30.8	29.0	29.9	28.3	30.3	29.3	31.7	27.8	21.3	26.5	42.9	16.5
	(2.1)	(4.3)	(4.2)	(3.4)	(2.8)	(3.2)	(4.4)	(3.7)	(3.1)	(2.7)	(4.5)	(4.6)	(2.7)	(4.3)	(4.8)
13 to 15	26.5	23.5	26.8	30.5	27.5	25.2	26.0	30.5	23.5	26.5	24.1	29.9	36.2	16.1	3.2
	(2.0)	(4.2)	(3.9)	(3.4)	(2.7)	(3.0)	(4.3)	(3.7)	(2.9)	(2.6)	(4.3)	(5.1)	(2.9)	(3.2)	(2.3)
16	22.5	26.9	17.8	20.8	22.6	22.2	23.3	23.0	21.5	18.4	27.7	33.7	32.5	8.9	0.0
	(1.9)	(4.4)	(3.4)	(3.0)	(2.6)	(2.9)	(4.1)	(3.4)	(2.8)	(2.3)	(4.5)	(5.3)	(2.9)	(2.5)	(0.0)
Number of respondents	860	187	242	314	485	375	181	271	408	526	182	152	481	242	111

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* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 6B: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH MENTAL RETARDATION (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Reported Functional Skills of Youth	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to count change:									
Very well	45.3	35.2	21.7	49.3	29.8	26.0	43.3	31.7	22.1
	(4.2)	(3.9)	(3.2)	(4.3)	(2.6)	(9.1)	(3.4)	(3.7)	(4.1)
Pretty well	20.8	23.0	29.2	18.3	27.1	5.7	20.2	25.2	26.9
	(3.4)	(3.4)	(3.6)	(3.3)	(2.5)	(4.8)	(2.8)	(3.4)	(4.4)
Not very well	20.2	28.1	27.1	21.2	25.1	32.4	22.4	26.3	26.6
	(3.4)	(3.6)	(3.5)	(3.5)	(2.4)	(9.7)	(2.9)	(3.5)	(4.4)
Not at all well	13.7	13.7	22.0	11.2	18.0	35.8	14.1	16.7	24.5
	(2.9)	(2.8)	(3.3)	(2.7)	(2.2)	(9.9)	(2.4)	(2.9)	(4.3)
Number of respondents	243	266	281	237	580	40	373	300	186
Average functional skills scale score:*									
4 to 8	19.1	21.6	23.5	19.6	21.1	41.8	18.7	21.6	29.0
	(3.3)	(3.4)	(3.4)	(3.5)	(2.3)	(10.3)	(2.7)	(3.3)	(4.6)
9 to 12	27.4	28.4	33.9	23.3	32.0	26.2	27.2	31.3	31.6
	(3.8)	(3.7)	(3.8)	(3.7)	(2.6)	(9.2)	(3.1)	(3.7)	(4.7)
13 to 15	26.6	26.8	29.3	24.7	28.1	17.6	26.0	29.4	25.3
	(3.7)	(3.6)	(3.6)	(3.8)	(2.5)	(8.0)	(3.0)	(3.6)	(4.4)
16	26.9	23.2	13.3	32.4	18.8	14.4	28.1	17.7	14.2
	(3.8)	(3.4)	(2.7)	(4.1)	(2.2)	(7.3)	(3.1)	(3.0)	(3.5)
Number of respondents	237	261	275	229	569	39	366	291	182

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* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 7A: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Assistive Devices Reported Used	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage who used for hearing assistance a:															
Telecommunications device															
Telephone amplifier															
Hearing aid															
Closed captioned TV															
Other hearing assistance															
Number of respondents															
Percentage who used for mobility assistance:															
A wheelchair															
Crutches, a cane, or a walker															
Modifications to a car															
Prosthetics/orthotics															
Computers to aid mobility															
Other mobility assistance															
Number of respondents															
Percentage who used for visual assistance:															
A seeing eye dog															
Braille or large print readers															
An opticon/optical scanner															
Computers to aid vision															
Other vision assistance															
Number of respondents															

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

Source: Parent interviews

Table 7B: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH MENTAL RETARDATION

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

	Household Income			Ethnicity			Head of Household's Education		
Assistive Devices Reported Used	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who used for hearing assistance a:									
Telecommunications device									
Telephone amplifier									
Hearing aid									
Closed captioned TV									
Other hearing assistance									
Number of respondents									
Percentage who used for mobility assistance:									
A wheelchair									
Crutches, a cane, or a walker									
Modifications to a car									
Prosthetics/orthotics									
Computers to aid mobility									
Other mobility assistance									
Number of respondents									
Percentage who used for visual assistance:									
A seeing eye dog									
Braille or large print readers									
An opticon/optical scanner									
Computers to aid vision									
Other vision assistance									
Number of respondents									

Source: Parent interviews

Table 8A. EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Parent Expectations	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage with likelihood of graduating from high school:*															
Definitely will	26.7	22.3	33.1	29.5	25.0	28.9	33.1	28.0	17.5	30.7	2.6	3.0	37.6	12.7	6.2
	(2.5)	(5.0)	(4.9)	(4.0)	(3.2)	(3.8)	(4.9)	(3.9)	(3.8)	(2.8)	(3.0)	(3.9)	(3.7)	(3.5)	(3.5)
Probably will	27.6	33.7	24.5	29.5	31.0	23.0	35.1	28.9	17.1	27.5	30.1	24.6	37.8	18.2	3.5
	(2.5)	(5.7)	(4.5)	(4.0)	(3.5)	(3.6)	(5.0)	(4.0)	(3.8)	(2.7)	(8.6)	(9.9)	(3.7)	(4.1)	(2.7)
Probably won't	15.5	18.3	9.7	16.3	16.3	14.4	13.4	17.9	14.2	14.8	15.1	25.9	13.3	20.4	17.9
	(2.0)	(4.7)	(3.1)	(3.2)	(2.8)	(3.0)	(3.6)	(3.4)	(3.5)	(2.2)	(6.7)	(10.1)	(2.6)	(4.3)	(5.6)
Definitely won't	30.3	25.7	32.7	24.7	27.6	33.7	18.5	25.2	51.2	27.0	52.2	46.5	11.3	48.7	72.4
	(2.6)	(5.3)	(4.9)	(3.8)	(3.3)	(4.0)	(4.1)	(3.8)	(5.0)	(2.7)	(9.4)	(11.5)	(2.4)	(5.3)	(6.5)
Number of respondents	569	125	171	225	321	248	156	228	185	480	53	36	305	161	84
Percentage with likelihood of graduating from 4-year college:															
Definitely will	2.3	6.4	1.2	1.0	2.6	1.8	3.5	1.7	2.0	2.2	1.9	3.1	3.7	0.0	0.0
	(0.7)	(2.5)	(1.0)	(0.7)	(1.0)	(1.0)	(1.9)	(1.1)	(1.0)	(0.9)	(1.4)	(2.0)	(1.2)	(0.0)	(0.0)
Probably will	10.7	14.4	7.7	11.1	9.5	12.4	16.2	9.2	8.9	10.8	11.3	9.9	12.5	9.2	2.4
	(1.5)	(3.6)	(2.4)	(2.4)	(1.9)	(2.4)	(3.8)	(2.4)	(2.0)	(1.9)	(3.3)	(3.4)	(2.1)	(2.6)	(2.0)
Probably won't	21.0	17.3	22.0	24.0	22.4	19.1	27.6	23.4	15.2	21.9	17.0	21.9	32.2	4.7	3.4
	(1.9)	(3.9)	(3.7)	(3.2)	(2.6)	(2.8)	(4.6)	(3.5)	(2.5)	(2.5)	(4.0)	(4.7)	(3.0)	(1.9)	(2.4)
Definitely won't	66.0	61.9	69.1	63.9	65.5	66.7	52.7	65.7	73.9	65.2	69.9	65.1	51.6	86.1	94.3
	(2.3)	(5.0)	(4.1)	(3.6)	(3.0)	(3.4)	(5.2)	(3.9)	(3.0)	(2.9)	(4.8)	(5.5)	(3.2)	(3.1)	(3.1)
Number of respondents	803	176	237	304	453	350	158	253	392	490	168	145	444	232	104
Percentage with likelihood of graduating from 2-year college:**															
Definitely will	1.0	2.9	0.0	0.7	0.9	1.1	1.4	1.1	0.6	0.7	2.4	0.0	1.0	1.0	0.0
	(0.5)	(1.9)	(0.0)	(0.7)	(0.6)	(0.8)	(1.4)	(0.9)	(0.6)	(0.6)	(1.7)	(0.0)	(0.7)	(0.9)	(0.0)
Probably will	7.5	8.5	7.8	7.2	6.0	9.5	9.1	8.6	5.8	8.1	6.9	5.5	11.2	2.6	1.5
	(1.3)	(3.1)	(2.5)	(2.1)	(1.6)	(2.3)	(3.3)	(2.5)	(1.7)	(1.8)	(2.8)	(2.7)	(2.2)	(1.5)	(1.7)
Probably won't	21.8	20.3	21.3	25.1	24.8	17.7	27.6	23.9	17.0	22.6	17.7	23.3	34.6	5.4	3.6
	(2.1)	(4.5)	(3.8)	(3.5)	(2.9)	(2.9)	(5.1)	(3.8)	(2.7)	(2.7)	(4.2)	(5.1)	(3.3)	(2.1)	(2.5)
Definitely won't	69.8	68.2	70.9	66.9	68.4	71.7	61.9	66.4	76.6	68.6	73.0	71.3	53.2	91.0	94.9
	(2.3)	(5.2)	(4.2)	(3.8)	(3.1)	(3.5)	(5.6)	(4.2)	(3.1)	(3.0)	(4.9)	(5.4)	(3.4)	(2.6)	(3.0)
Number of respondents	714	147	216	272	405	309	129	226	359	432	151	131	377	219	101

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* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.

** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 8B: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Parent Expectations	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of graduating from high school:*									
Definitely will	23.4	29.6	27.5	23.4	29.4	14.9	24.1	29.6	29.0
	(4.6)	(4.6)	(4.0)	(4.7)	(3.1)	(9.8)	(3.6)	(4.4)	(5.3)
Probably will	37.2	24.6	17.6	40.3	22.1	26.4	35.0	26.0	9.2
	(5.3)	(4.3)	(3.4)	(5.4)	(2.8)	(12.1)	(4.0)	(4.3)	(3.4)
Probably won't	21.0	14.4	13.6	14.5	14.6	25.1	17.1	14.8	13.3
	(4.5)	(3.5)	(3.1)	(3.9)	(2.4)	(11.9)	(3.2)	(3.4)	(4.0)
Definitely won't	18.4	31.4	41.3	21.8	33.9	33.6	23.8	29.6	48.5
	(4.2)	(4.7)	(4.4)	(4.6)	(3.2)	(13.0)	(3.6)	(4.4)	(5.9)
Number of respondents	140	165	211	144	387	23	239	189	130
Percentage with likelihood of graduating from 4-year college:									
Definitely will	3.2	2.5	1.0	6.1	0.6	2.8	3.4	1.3	1.4
	(1.6)	(1.3)	(0.8)	(2.2)	(0.4)	(3.9)	(1.3)	(0.9)	(1.2)
Probably will	14.8	7.8	3.7	23.7	4.4	12.1	15.6	7.9	4.1
	(3.3)	(2.3)	(1.5)	(4.0)	(1.2)	(7.7)	(2.7)	(2.2)	(2.0)
Probably won't	22.1	22.5	20.8	21.2	22.4	6.4	22.1	20.7	20.2
	(3.8)	(3.5)	(3.2)	(3.8)	(2.4)	(5.8)	(3.0)	(3.3)	(4.1)
Definitely won't	60.0	67.1	74.5	48.9	72.6	78.7	58.9	70.1	74.4
	(4.5)	(3.9)	(3.5)	(4.7)	(2.6)	(9.7)	(3.6)	(3.7)	(4.4)
Number of respondents	200	246	276	201	549	31	325	282	179
Percentage with likelihood of graduating from 2-year college:**									
Definitely will	0.9	1.5	0.2	2.5	0.5	0.0	0.6	1.0	1.8
	(1.0)	(1.1)	(0.3)	(1.7)	(0.4)	(0.0)	(0.6)	(0.8)	(1.4)
Probably will	7.9	9.4	6.0	12.2	5.9	9.3	7.6	7.6	7.1
	(2.7)	(2.6)	(1.9)	(3.6)	(1.4)	(7.5)	(2.1)	(2.2)	(2.7)
Probably won't	24.7	22.6	19.1	27.8	20.7	6.9	23.3	21.9	18.6
	(4.4)	(3.7)	(3.2)	(4.9)	(2.4)	(6.5)	(3.4)	(3.5)	(4.0)
Definitely won't	66.5	66.5	74.7	57.4	72.9	83.8	68.5	69.5	72.5
	(4.8)	(4.2)	(3.5)	(5.4)	(2.6)	(9.5)	(3.7)	(3.9)	(4.6)
Number of respondents	167	223	262	149	520	26	269	259	170

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* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.

** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Parent Expectations	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage with likelihood of getting a paid job:*															
Definitely will	20.4	26.5	24.4	14.5	22.7	17.8	26.9	21.7	13.2	20.1	25.3	16.5	28.5	15.5	4.5
	(2.7)	(6.2)	(5.6)	(3.9)	(3.9)	(3.8)	(5.5)	(5.0)	(3.6)	(3.2)	(7.2)	(6.9)	(4.5)	(4.3)	(3.2)
Probably will	44.7	49.1	41.8	49.3	43.5	46.1	43.5	51.3	39.7	45.0	43.0	44.9	60.5	31.4	25.2
	(3.4)	(7.0)	(6.4)	(5.5)	(4.6)	(5.0)	(6.2)	(6.1)	(5.3)	(4.0)	(8.2)	(9.3)	(4.9)	(5.5)	(6.7)
Probably won't	15.3	9.3	15.9	19.3	18.5	11.6	16.2	12.5	17.2	16.8	7.0	16.1	9.9	25.8	13.7
	(2.5)	(4.1)	(4.7)	(4.4)	(3.6)	(3.2)	(4.6)	(4.0)	(4.1)	(3.0)	(4.3)	(6.8)	(3.0)	(5.2)	(5.3)
Definitely won't	19.5	15.1	17.9	16.9	15.3	24.4	13.4	14.5	30.0	18.1	24.7	22.5	1.2	27.3	56.5
	(2.7)	(5.0)	(5.0)	(4.2)	(3.4)	(4.3)	(4.2)	(4.3)	(4.9)	(3.1)	(7.2)	(7.8)	(1.1)	(5.3)	(7.7)
Number of respondents	388	92	110	141	203	185	110	116	162	268	65	55	178	127	75
Percentage with likelihood of living on their own:**															
Definitely will	16.0	20.5	16.1	15.3	17.9	13.3	18.3	18.4	12.6	14.5	19.7	17.9	22.5	6.4	1.7
	(1.8)	(4.2)	(3.3)	(2.8)	(2.5)	(2.5)	(4.1)	(3.3)	(2.3)	(2.1)	(4.3)	(4.6)	(2.7)	(2.2)	(1.7)
Probably will	36.1	30.9	36.1	42.9	34.8	37.9	42.0	39.2	30.2	36.9	29.0	41.6	49.0	18.1	16.0
	(2.3)	(4.8)	(4.3)	(3.8)	(3.1)	(3.6)	(5.3)	(4.1)	(3.2)	(2.9)	(4.9)	(5.9)	(3.2)	(3.4)	(4.9)
Probably won't	20.1	25.6	15.7	18.3	20.8	19.3	18.5	20.2	21.0	20.4	22.9	15.2	19.6	24.3	14.1
	(1.9)	(4.6)	(3.2)	(3.0)	(2.6)	(2.9)	(4.1)	(3.4)	(2.9)	(2.4)	(4.5)	(4.3)	(2.6)	(3.8)	(4.7)
Definitely won't	27.8	23.0	32.2	23.5	26.5	29.6	21.2	22.2	36.3	28.1	28.4	25.3	9.0	51.2	68.1
	(2.2)	(4.4)	(4.2)	(3.2)	(2.8)	(3.4)	(4.4)	(3.5)	(3.4)	(2.7)	(4.8)	(5.2)	(1.9)	(4.5)	(6.3)
Number of respondents	778	170	233	295	441	337	151	247	380	483	164	131	426	231	102

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* Of those with a child not already employed. See Table 43 for percentage not working for pay.

** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews.

Table 8B: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH MENTAL RETARDATION (Concluded)

Parent Expectations	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of getting a paid job:*									
Definitely will	20.6	20.0	20.6	30.3	16.1	4.1	22.1	18.9	19.2
	(5.0)	(5.0)	(4.8)	(5.5)	(3.2)	(5.8)	(4.1)	(4.8)	(5.9)
Probably will	53.0	40.2	37.1	42.6	44.0	53.6	47.1	40.9	42.6
	(6.2)	(6.1)	(5.8)	(5.9)	(4.3)	(14.6)	(4.9)	(6.0)	(7.4)
Probably won't	13.5	19.3	18.9	10.8	18.6	17.5	15.5	15.9	14.1
	(4.2)	(4.9)	(4.7)	(3.7)	(3.4)	(11.1)	(3.6)	(4.5)	(5.2)
Definitely won't	12.8	20.5	23.3	16.4	21.4	24.9	15.3	24.3	24.2
	(4.1)	(5.0)	(5.1)	(4.4)	(3.6)	(12.6)	(3.6)	(5.3)	(6.4)
Number of respondents	111	112	121	122	238	20	179	121	80
Percentage with likelihood of living on their own:**									
Definitely will	15.8	16.4	16.7	19.1	15.9	4.7	17.9	13.8	15.0
	(3.5)	(3.2)	(3.0)	(3.7)	(2.1)	(5.3)	(2.9)	(2.8)	(3.7)
Probably will	43.1	36.8	29.2	41.4	35.1	17.1	38.6	37.3	28.1
	(4.7)	(4.1)	(3.6)	(4.6)	(2.8)	(9.4)	(3.7)	(3.9)	(4.6)
Probably won't	20.0	21.8	18.7	19.0	19.9	19.8	18.7	21.6	21.4
	(3.8)	(3.5)	(3.1)	(3.7)	(2.3)	(9.9)	(2.9)	(3.4)	(4.2)
Definitely won't	21.1	25.0	35.5	20.5	29.2	58.4	24.8	27.3	35.5
	(3.9)	(3.7)	(3.8)	(3.8)	(2.7)	(12.3)	(3.2)	(3.6)	(4.9)
Number of respondents	188	240	272	201	528	28	311	277	173

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* Of those with a child not already employed. See Table 43 for percentage not working for pay.
** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews

Table 9A: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
School Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage whose school was a:															
Comprehensive secondary school	80.4	76.2	73.3	91.8	81.4	79.1	84.2	83.2	74.9	79.1	81.6	83.8	96.2	57.1	37.5
	(1.7)	(4.1)	(3.5)	(1.7)	(2.2)	(2.7)	(3.2)	(2.7)	(2.9)	(2.2)	(3.4)	(4.3)	(1.1)	(4.3)	(6.0)
Special school for students with disabilities	17.2	21.9	23.0	6.4	15.5	19.4	12.2	15.2	22.8	18.3	16.0	14.6	2.2	38.2	59.7
	(1.6)	(4.0)	(3.3)	(1.5)	(2.1)	(2.6)	(2.9)	(2.6)	(2.8)	(2.1)	(3.2)	(4.1)	(0.8)	(4.2)	(6.1)
Vocational/technical school	1.2	1.9	1.8	0.3	1.1	1.3	1.4	1.0	1.3	1.2	1.0	1.7	0.8	2.5	0.6
	(0.5)	(1.3)	(1.0)	(0.4)	(0.6)	(0.8)	(1.0)	(0.7)	(0.7)	(0.6)	(0.9)	(1.5)	(0.5)	(1.4)	(1.0)
Other type of school	1.2	0.0	1.9	1.5	2.0	0.2	2.2	0.7	1.1	1.4	1.4	0.0	0.8	2.2	2.2
	(0.5)	(0.0)	(1.1)	(0.8)	(0.8)	(0.3)	(1.3)	(0.6)	(0.7)	(0.6)	(1.0)	(0.0)	(0.5)	(1.3)	(1.8)
Number of respondents	948	202	295	421	542	403	218	318	412	578	230	132	560	237	117
Percentage whose school served grades:															
K through 8 or 12	12.9	3.9	12.3	16.9	13.2	12.3	13.6	12.4	12.8	12.4	11.3	19.1	8.6	18.2	29.2
	(1.4)	(1.8)	(2.6)	(2.4)	(1.9)	(2.2)	(3.0)	(2.4)	(2.2)	(1.8)	(2.8)	(4.6)	(1.6)	(3.4)	(5.7)
6 through 12	14.5	3.7	8.2	24.7	14.7	14.3	16.8	13.2	13.9	13.0	16.2	19.6	17.7	10.8	6.3
	(1.5)	(1.8)	(2.1)	(2.7)	(2.0)	(2.3)	(3.3)	(2.5)	(2.3)	(1.8)	(3.3)	(4.6)	(2.1)	(2.7)	(3.0)
6 or 7 through 8 or 9	7.3	6.3	8.7	7.1	6.8	7.7	18.6	3.6	2.7	9.0	4.1	4.4	8.4	4.9	7.4
	(1.1)	(2.3)	(2.2)	(1.6)	(1.4)	(1.8)	(3.4)	(1.4)	(1.1)	(1.6)	(1.8)	(2.4)	(1.5)	(1.9)	(3.3)
9 or 10 through 12	54.6	69.9	57.8	47.8	56.2	52.5	44.9	61.1	55.2	54.1	55.6	52.6	64.3	42.0	18.0
	(2.1)	(4.4)	(3.9)	(3.2)	(2.8)	(3.3)	(4.4)	(3.6)	(3.3)	(2.7)	(4.4)	(5.8)	(2.7)	(4.3)	(4.8)
Ungraded students only	10.8	16.2	13.0	3.5	9.2	13.2	6.0	9.6	15.4	11.5	12.7	4.3	1.0	24.1	39.1
	(1.3)	(3.5)	(2.6)	(1.2)	(1.6)	(2.2)	(2.1)	(2.2)	(2.4)	(1.7)	(2.9)	(2.4)	(0.5)	(3.7)	(6.1)
Number of respondents	948	202	295	421	542	403	218	318	412	578	230	132	560	237	117

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 9B: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION

School Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage whose school was a:									
Comprehensive secondary school	85.0	79.3	70.7	78.9	79.4	54.3	82.8	80.5	64.9
	(3.5)	(3.6)	(3.9)	(4.0)	(2.4)	(11.6)	(2.9)	(3.4)	(5.1)
Special school for students with disabilities	11.5	18.2	26.6	19.6	18.0	34.2	14.7	17.7	30.2
	(3.1)	(3.4)	(3.8)	(3.9)	(2.3)	(11.0)	(2.7)	(3.3)	(5.0)
Vocational/technical school	1.4	1.1	1.9	1.6	1.6	0.0	0.9	1.4	2.3
	(1.1)	(0.9)	(1.2)	(1.2)	(0.7)	(0.0)	(0.7)	(1.0)	(1.6)
Other type of school	2.1	1.3	0.9	0.0	1.1	11.5	1.6	0.4	2.7
	(1.4)	(1.0)	(0.8)	(0.0)	(0.6)	(7.4)	(1.0)	(0.5)	(1.7)
Number of respondents	180	222	235	182	503	32	289	245	156
Percentage whose school served grades:									
K through 8 or 12	11.2	16.3	14.0	7.3	16.2	15.3	13.4	12.8	12.3
	(3.1)	(3.2)	(3.0)	(2.6)	(2.2)	(8.4)	(2.6)	(2.9)	(3.5)
6 through 12	12.4	13.8	10.3	9.3	14.7	12.4	11.7	14.1	9.1
	(3.2)	(3.0)	(2.6)	(2.9)	(2.1)	(7.7)	(2.5)	(3.0)	(3.1)
6 or 7 through 8 or 9	10.3	6.0	5.4	10.5	6.9	0.0	8.4	7.2	6.7
	(2.9)	(2.1)	(1.9)	(3.0)	(1.5)	(0.0)	(2.1)	(2.2)	(2.7)
9 or 10 through 12	57.3	51.7	54.5	59.2	50.6	53.2	57.3	54.5	48.6
	(4.8)	(4.4)	(4.3)	(4.9)	(3.0)	(11.6)	(3.8)	(4.3)	(5.4)
Ungraded students only	8.7	12.2	15.8	13.8	11.6	19.2	9.1	11.4	23.3
	(2.7)	(2.9)	(3.1)	(3.4)	(1.9)	(9.2)	(2.2)	(2.7)	(4.6)
Number of respondents	180	222	235	182	503	32	289	245	156

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Student Enrollment	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Average enrollment of:															
All students	755	926	834	654	762	748	710	789	754	725	820	767	855	636	420
	(25.2)	(58.3)	(56.4)	(25.8)	(34.2)	(37.2)	(42.8)	(44.5)	(41.3)	(31.3)	(56.6)	(60.9)	(30.5)	(55.9)	(57.5)
Secondary special education students	85	141	87	53	79	93	75	80	96	82	97	76	75	103	94
	(3.7)	(10.2)	(4.6)	(2.3)	(3.4)	(7.3)	(5.5)	(4.8)	(7.3)	(4.0)	(10.6)	(7.4)	(3.4)	(10.7)	(11.0)
Number of respondents	911	194	278	410	523	385	207	306	398	554	223	129	536	227	115
Average secondary school enrollment of students categorized as:															
Learning disabled	33	44	37	26	32	34	32	33	33	31	34	38	38	26	16
	(1.6)	(4.8)	(3.0)	(1.5)	(2.0)	(2.5)	(3.0)	(2.5)	(2.6)	(2.0)	(3.1)	(4.1)	(2.0)	(3.1)	(3.8)
Emotionally disturbed	7	11	8	5	7	8	7	7	7	7	8	7	7	8	5
	(0.5)	(1.7)	(1.1)	(0.5)	(0.7)	(0.9)	(1.2)	(0.9)	(0.8)	(0.6)	(1.3)	(1.5)	(0.6)	(1.2)	(1.7)
Speech impaired	1	2	1	1	2	1	1	1	1	1	2	1	1	1	1
	(0.3)	(0.9)	(0.3)	(0.3)	(0.4)	(0.2)	(0.3)	(0.5)	(0.5)	(0.2)	(0.8)	(0.8)	(0.3)	(0.7)	(0.5)
Mentally retarded	17	30	21	7	16	19	14	15	22	18	17	12	13	21	39
	(2.0)	(6.7)	(3.8)	(1.0)	(2.1)	(3.6)	(3.1)	(2.6)	(3.9)	(2.7)	(3.4)	(3.8)	(1.9)	(3.7)	(10.2)
Deaf/hard of hearing	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	(0.1)	(0.4)	(0.2)	(0.1)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.3)	(0.1)	(0.1)	(0.2)
Visually impaired	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0
	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)
Orthopedically impaired	1	2	2	1	1	1	1	1	1	1	1	2	1	2	1
	(0.1)	(0.5)	(0.3)	(0.1)	(0.2)	(0.2)	(0.3)	(0.2)	(0.3)	(0.2)	(0.2)	(0.6)	(0.1)	(0.4)	(0.4)
Other health impaired	0	1	1	0	1	0	0	1	0	1	0	0	0	0	0
	(0.1)	(0.4)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.3)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)
Multiply impaired, deaf/blind	2	3	2	1	2	3	2	2	3	2	2	1	1	5	3
	(0.4)	(1.1)	(0.6)	(0.3)	(0.4)	(0.7)	(0.5)	(0.4)	(0.8)	(0.5)	(0.7)	(0.8)	(0.2)	(1.2)	(1.3)
Number of respondents	904	189	277	410	519	382	206	304	394	552	219	128	532	225	114
Percentage in schools with minority student enrollment of:															
10% or less	44.6	15.4	50.5	56.2	45.6	43.5	45.6	44.2	44.2	44.4	43.7	47.6	51.9	35.3	24.7
	(2.2)	(3.5)	(4.0)	(3.2)	(2.9)	(3.3)	(4.4)	(3.7)	(3.3)	(2.8)	(4.4)	(6.0)	(2.8)	(4.3)	(5.4)
11% to 25%	14.4	8.9	20.2	12.5	14.8	14.0	11.5	15.3	15.7	12.7	19.1	14.4	12.9	15.7	19.6
	(1.5)	(2.7)	(3.2)	(2.1)	(2.0)	(2.3)	(2.8)	(2.7)	(2.4)	(1.9)	(3.5)	(4.2)	(1.9)	(3.2)	(5.0)
26% to 50%	13.7	15.7	24.1	6.4	12.6	15.1	16.8	13.1	11.9	14.8	9.1	16.1	10.8	15.1	27.9
	(1.5)	(3.5)	(3.4)	(1.6)	(1.9)	(2.4)	(3.3)	(2.5)	(2.2)	(2.0)	(2.6)	(4.4)	(1.7)	(3.2)	(5.7)
More than 50%	27.3	60.0	5.2	24.9	27.0	27.5	26.1	27.4	28.2	28.1	28.1	21.9	24.4	33.9	27.8
	(1.9)	(4.7)	(1.8)	(2.8)	(2.6)	(3.0)	(3.9)	(3.3)	(3.0)	(2.5)	(4.0)	(4.9)	(2.4)	(4.2)	(5.7)
Number of respondents	921	199	287	408	528	390	214	308	399	559	228	126	549	226	114

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION

Student Enrollment	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average enrollment of:									
All students	756	762	720	804	715	929	792	707	773
	(49.5)	(62.4)	(52.1)	(61.3)	(34.9)	(203)	(43.5)	(47.0)	(88.3)
Secondary special education students	83	84	88	111	72	159	93	73	98
	(7.9)	(10.0)	(5.9)	(12.8)	(3.3)	(34.3)	(7.0)	(5.3)	(15.1)
Number of respondents	173	215	220	178	475	31	278	233	148
Average secondary school enrollment of students categorized as:									
Learning disabled	32	32	33	37	32	34	33	33	33
	(3.4)	(3.5)	(3.3)	(4.4)	(2.0)	(10.3)	(3.0)	(3.0)	(4.4)
Emotionally disturbed	6	6	9	9	6	8	7	6	8
	(1.1)	(1.0)	(1.2)	(1.6)	(0.6)	(2.8)	(0.9)	(1.1)	(1.4)
Speech impaired	2	1	1	2	1	2	1	1	1
	(0.6)	(0.5)	(0.8)	(0.8)	(0.4)	(2.6)	(0.5)	(0.5)	(0.7)
Mentally retarded	13	17	18	21	13	49	21	14	11
	(3.1)	(4.7)	(3.8)	(4.0)	(2.1)	(30.4)	(4.5)	(3.0)	(3.6)
Deaf/hard of hearing	1	1	1	1	1	1	1	1	1
	(0.2)	(0.2)	(0.2)	(0.3)	(0.1)	(0.4)	(0.2)	(0.1)	(0.3)
Visually impaired	1	1	0	1	1	1	1	0	1
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.3)	(0.1)	(0.1)	(0.1)
Orthopedically impaired	1	1	2	1	1	2	1	1	1
	(0.2)	(0.2)	(0.4)	(0.2)	(0.2)	(0.9)	(0.2)	(0.3)	(0.4)
Other health impaired	0	1	1	0	0	3	1	0	1
	(0.1)	(0.4)	(0.2)	(0.1)	(0.1)	(2.3)	(0.3)	(0.1)	(0.2)
Multiply impaired, deaf/blind	2	2	2	2	2	5	2	2	4
	(0.9)	(0.6)	(0.7)	(1.0)	(0.4)	(2.6)	(0.6)	(0.6)	(1.4)
Number of respondents	173	214	217	176	474	31	277	232	146
Percentage in schools with minority student enrollment of:									
10% or less	40.6	52.7	45.7	8.2	64.4	7.0	37.1	57.3	45.3
	(4.8)	(4.5)	(4.3)	(2.7)	(2.9)	(6.0)	(3.8)	(4.3)	(5.4)
11% to 25%	11.3	9.7	23.2	9.0	17.6	2.9	10.4	15.7	20.3
	(3.1)	(2.7)	(3.7)	(2.9)	(2.3)	(4.0)	(2.4)	(3.2)	(4.4)
26% to 50%	12.8	10.5	16.8	19.3	12.5	7.2	15.0	10.9	15.8
	(3.3)	(2.8)	(3.3)	(3.9)	(2.0)	(6.1)	(2.8)	(2.7)	(4.0)
More than 50%	35.3	27.2	14.3	63.5	5.5	82.8	37.5	16.1	18.7
	(4.7)	(4.0)	(3.1)	(4.8)	(1.4)	(8.9)	(3.8)	(3.2)	(4.2)
Number of respondents	178	212	229	178	486	31	283	233	153

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Student Enrollment	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in schools with low income student enrollment of:															
Less than 10%	13.1	12.3	24.7	6.1	13.6	12.5	12.6	13.5	13.0	14.4	11.9	7.9	15.6	9.5	5.3
	(1.5)	(3.2)	(3.4)	(1.5)	(2.0)	(2.2)	(2.9)	(2.5)	(2.3)	(1.9)	(2.9)	(3.2)	(2.0)	(2.6)	(2.8)
10% to 25%	27.8	19.1	28.4	32.8	27.4	28.5	26.9	26.0	30.1	26.9	26.5	34.9	29.8	25.9	21.6
	(2.0)	(3.8)	(3.6)	(3.0)	(2.6)	(3.0)	(3.9)	(3.3)	(3.1)	(2.5)	(3.9)	(5.6)	(2.6)	(3.9)	(5.1)
26% to 50%	31.4	25.9	32.2	32.5	31.7	30.9	31.7	32.6	30.0	30.5	31.8	34.5	31.4	32.5	29.0
	(2.0)	(4.2)	(3.7)	(3.0)	(2.7)	(3.1)	(4.1)	(3.5)	(3.1)	(2.5)	(4.1)	(5.6)	(2.6)	(4.2)	(5.7)
More than 50%	27.8	42.6	14.7	28.5	27.3	28.1	28.9	27.9	26.9	28.2	29.8	22.7	23.2	32.2	44.1
	(2.0)	(4.8)	(2.8)	(2.9)	(2.6)	(3.0)	(4.0)	(3.3)	(3.0)	(2.5)	(4.1)	(4.9)	(2.4)	(4.1)	(6.2)
Number of respondents	929	198	292	412	534	392	217	309	403	565	227	129	552	229	117
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*															
50% or less	6.1	11.4	3.6	5.3	5.3	7.3	6.0	5.3	7.0	6.2	7.4	3.9	4.4	13.0	7.7
	(1.2)	(3.6)	(1.7)	(1.5)	(1.4)	(2.0)	(2.5)	(1.8)	(2.0)	(1.5)	(2.6)	(2.5)	(1.2)	(3.9)	(5.0)
51% to 75%	18.2	25.9	11.9	18.4	17.6	18.9	20.2	21.2	13.7	18.7	14.6	22.1	18.7	19.2	11.0
	(1.9)	(5.0)	(3.0)	(2.7)	(2.4)	(3.1)	(4.2)	(3.3)	(2.7)	(2.5)	(3.5)	(5.4)	(2.3)	(4.6)	(5.8)
76% to 95%	58.5	57.6	57.7	59.2	58.9	58.3	55.3	56.7	62.5	55.6	64.1	59.8	60.0	47.3	64.4
	(2.4)	(5.7)	(4.6)	(3.4)	(3.2)	(3.9)	(5.2)	(4.0)	(3.8)	(3.2)	(4.8)	(6.3)	(2.9)	(5.8)	(8.9)
More than 95%	17.3	5.1	26.9	17.1	18.2	15.5	18.6	16.8	16.9	19.5	13.8	14.2	16.8	20.5	16.9
	(1.9)	(2.5)	(4.1)	(2.6)	(2.5)	(2.8)	(4.1)	(3.0)	(2.9)	(2.5)	(3.5)	(4.5)	(2.2)	(4.7)	(7.0)
Number of respondents	710	141	211	355	422	286	152	259	299	418	177	107	495	132	53
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*															
25% or less	34.5	33.5	23.1	39.3	32.4	37.4	40.4	33.6	31.4	34.6	33.5	36.2	29.9	42.4	57.4
	(2.4)	(5.5)	(4.0)	(3.4)	(3.0)	(3.8)	(5.2)	(3.9)	(3.6)	(3.1)	(4.7)	(6.3)	(2.7)	(5.6)	(9.8)
26% to 50%	44.1	41.2	47.3	44.6	46.6	40.5	39.4	46.6	44.7	42.9	42.2	51.6	48.6	33.6	27.6
	(2.5)	(5.7)	(4.7)	(3.4)	(3.2)	(3.9)	(5.1)	(4.1)	(3.9)	(3.2)	(5.0)	(6.5)	(3.0)	(5.4)	(8.8)
51% to 75%	18.9	24.2	22.4	15.4	18.8	19.3	17.3	18.0	20.9	19.7	22.6	9.7	19.3	19.4	15.0
	(2.0)	(5.0)	(3.9)	(2.5)	(2.5)	(3.1)	(4.0)	(3.2)	(3.2)	(2.6)	(4.2)	(3.9)	(2.3)	(4.5)	(7.1)
More than 75%	2.5	1.1	7.3	0.6	2.3	2.8	2.9	1.7	3.0	2.8	1.6	2.5	2.2	4.5	0.0
	(0.8)	(1.2)	(2.4)	(0.5)	(1.0)	(1.3)	(1.8)	(1.1)	(1.3)	(1.1)	(1.3)	(2.0)	(0.9)	(2.4)	(0.0)
Number of respondents	702	136	204	353	422	278	151	252	299	415	176	104	487	139	47

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* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Student Enrollment	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with low income student enrollment of:									
Less than 10%	10.5	15.4	17.3	4.2	18.4	12.6	11.6	15.8	17.0
	(3.0)	(3.2)	(3.3)	(2.0)	(2.3)	(7.9)	(2.5)	(3.2)	(4.1)
10% to 25%	27.3	27.5	39.6	18.9	36.0	8.4	23.5	35.9	39.3
	(4.3)	(4.0)	(4.3)	(3.9)	(2.9)	(6.6)	(3.3)	(4.2)	(5.4)
26% to 50%	26.6	31.2	25.8	26.4	28.5	25.7	30.8	30.8	18.0
	(4.3)	(4.1)	(3.8)	(4.4)	(2.7)	(10.3)	(3.6)	(4.0)	(4.2)
More than 50%	35.6	25.9	17.3	50.5	17.0	53.3	34.1	17.5	25.7
	(4.7)	(3.9)	(3.3)	(5.0)	(2.3)	(11.8)	(3.7)	(3.3)	(4.8)
Number of respondents	178	217	228	178	492	31	283	240	151
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*									
50% or less	5.1	6.5	4.7	11.3	2.5	21.4	9.8	1.9	1.4
	(2.4)	(2.5)	(2.1)	(3.8)	(1.1)	(11.9)	(2.6)	(1.4)	(1.6)
51% to 75%	27.9	15.8	10.6	29.4	16.9	12.9	22.0	18.1	12.8
	(5.0)	(3.7)	(3.1)	(5.5)	(2.6)	(9.7)	(3.6)	(3.8)	(4.6)
76% to 95%	56.5	54.9	57.0	53.0	55.7	46.7	54.9	54.1	57.5
	(5.5)	(5.1)	(5.0)	(6.0)	(3.4)	(14.4)	(4.4)	(4.9)	(6.8)
More than 95%	10.5	22.8	27.7	6.2	24.9	19.0	13.3	25.9	28.3
	(3.4)	(4.3)	(4.5)	(2.9)	(3.0)	(11.3)	(3.0)	(4.3)	(6.2)
Number of respondents	136	160	169	123	373	21	222	181	98
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*									
25% or less	34.2	29.7	28.9	42.9	28.8	43.9	36.2	24.1	26.5
	(5.3)	(4.7)	(4.6)	(6.0)	(3.1)	(15.4)	(4.3)	(4.3)	(5.9)
26% to 50%	46.3	52.9	34.5	45.4	43.2	30.1	46.5	50.3	29.3
	(5.6)	(5.1)	(4.8)	(6.1)	(3.4)	(14.3)	(4.4)	(5.0)	(6.1)
51% to 75%	18.7	13.4	32.1	11.1	24.7	18.2	15.8	21.6	37.5
	(4.4)	(3.5)	(4.8)	(3.8)	(3.0)	(12.0)	(3.2)	(4.1)	(6.5)
More than 75%	0.8	3.9	4.5	0.6	3.3	7.9	1.5	3.9	6.7
	(1.0)	(2.0)	(2.1)	(0.9)	(1.2)	(8.4)	(1.1)	(1.9)	(3.4)
Number of respondents	134	161	167	120	373	18	217	178	102

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* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11A: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Staffing Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
For students in secondary schools, percentage in schools whose FTE special education staff included:															
Fewer than 5 professionals	28.8	4.3	27.7	43.7	30.0	27.5	30.1	28.8	28.0	28.5	25.2	37.6	36.6	15.3	13.4
	(2.0)	(2.0)	(3.5)	(3.1)	(2.6)	(3.0)	(4.0)	(3.3)	(3.0)	(2.5)	(3.9)	(5.7)	(2.7)	(3.2)	(4.3)
5 to 10 professionals	38.3	40.8	31.5	43.3	37.5	38.9	38.6	42.7	33.8	36.4	43.6	37.1	43.1	36.4	19.9
	(2.1)	(4.8)	(3.7)	(3.1)	(2.8)	(3.3)	(4.3)	(3.7)	(3.2)	(2.7)	(4.4)	(5.7)	(2.8)	(4.2)	(5.0)
11 to 25 professionals	20.7	36.3	26.3	8.8	21.3	20.1	19.6	18.6	23.5	21.7	21.2	14.5	16.5	24.2	30.5
	(1.8)	(4.7)	(3.5)	(1.8)	(2.3)	(2.7)	(3.5)	(2.9)	(2.8)	(2.3)	(3.6)	(4.1)	(2.1)	(3.8)	(5.8)
More than 25 professionals	12.2	18.6	14.5	4.2	11.2	13.6	11.7	10.0	14.7	13.3	10.0	10.7	3.9	24.1	36.1
	(1.4)	(3.8)	(2.8)	(1.3)	(1.8)	(2.3)	(2.8)	(2.2)	(2.4)	(1.9)	(2.7)	(3.6)	(1.1)	(3.8)	(6.0)
Number of respondents	938	197	294	417	538	397	217	313	408	571	228	131	554	234	116
For students in secondary schools, average ratio of secondary special education students to special education professionals	10.3	10.3	10.2	10.8	10.3	10.2	10.3	10.6	9.9	10.0	10.3	11.7	11.8	8.1	5.8
	(0.3)	(0.7)	(0.5)	(0.4)	(0.4)	(0.4)	(0.6)	(0.5)	(0.5)	(0.4)	(0.6)	(0.9)	(0.4)	(0.5)	(0.6)
Number of respondents	907	193	278	407	521	383	207	304	396	551	223	128	535	225	114
Percentage in schools with:															
Case managers for special ed students	78.5	83.9	84.3	73.1	80.0	76.5	77.0	76.1	81.7	78.7	75.2	84.5	78.3	81.6	72.2
	(2.0)	(3.9)	(3.1)	(3.1)	(2.5)	(3.1)	(4.1)	(3.5)	(2.8)	(2.5)	(4.1)	(4.7)	(2.5)	(3.7)	(6.3)
Staff responsible for finding jobs for special ed. students	50.6	62.0	59.5	39.6	50.5	50.7	42.5	50.4	56.4	51.2	49.2	50.6	47.9	52.2	59.5
	(2.4)	(5.0)	(4.2)	(3.4)	(3.1)	(3.6)	(4.8)	(4.0)	(3.6)	(3.0)	(4.7)	(6.3)	(3.0)	(4.8)	(6.9)
Number of respondents	778	166	243	348	447	329	178	254	346	466	199	108	464	193	91
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*															
10% or less	52.5	60.9	53.1	48.9	52.6	52.0	54.5	49.1	54.2	50.1	55.2	58.5	53.4	50.7	44.4
	(2.6)	(5.9)	(5.0)	(3.6)	(3.4)	(4.1)	(5.2)	(4.4)	(4.2)	(3.4)	(5.2)	(6.9)	(3.1)	(6.2)	(10.7)
11% to 25%	3.9	1.4	5.0	4.5	3.5	4.6	3.7	3.7	4.4	4.0	3.1	5.5	4.0	2.8	5.1
	(1.0)	(1.4)	(2.2)	(1.5)	(1.3)	(1.7)	(2.0)	(1.7)	(1.7)	(1.3)	(1.8)	(3.2)	(1.2)	(2.0)	(4.8)
26% to 50%	9.0	4.6	6.3	12.1	9.7	7.9	11.0	8.5	7.8	9.1	6.3	13.4	8.8	10.6	9.0
	(1.5)	(2.5)	(2.4)	(2.4)	(2.0)	(2.2)	(3.3)	(2.5)	(2.2)	(2.0)	(2.6)	(4.8)	(1.8)	(3.8)	(6.2)
More than 50%	34.6	33.1	35.6	34.6	34.2	35.5	30.8	38.7	33.6	36.8	35.4	22.7	33.8	36.0	41.4
	(2.5)	(5.7)	(4.8)	(3.4)	(3.3)	(3.9)	(4.8)	(4.3)	(3.9)	(3.3)	(5.0)	(5.9)	(3.0)	(5.9)	(10.6)
Number of respondents	625	127	178	319	366	258	154	214	257	370	161	90	440	118	38

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11B: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION

Staffing Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
For students in secondary schools, percentage in schools whose FTE special education staff included:									
Fewer than 5 professionals	29.0	30.8	29.1	15.6	35.5	2.6	25.8	36.0	23.3
	(4.4)	(4.1)	(3.9)	(3.6)	(2.9)	(3.7)	(3.4)	(4.2)	(4.6)
5 to 10 professionals	45.8	31.9	28.9	41.3	33.4	47.9	41.2	33.2	31.2
	(4.9)	(4.1)	(3.9)	(4.9)	(2.8)	(11.8)	(3.8)	(4.1)	(5.0)
11 to 25 professionals	18.8	22.2	23.1	30.0	18.6	13.8	20.1	18.9	26.7
	(3.8)	(3.7)	(3.6)	(4.6)	(2.3)	(8.2)	(3.1)	(3.4)	(4.8)
More than 25 professionals	6.5	15.0	18.9	13.1	12.5	35.7	12.8	11.9	18.9
	(2.4)	(3.2)	(3.4)	(3.4)	(2.0)	(11.3)	(2.6)	(2.8)	(4.2)
Number of respondents	178	218	232	179	497	31	284	241	155
For students in secondary schools, average ratio of secondary special education students to special education professionals	11.0	9.6	9.1	10.2	10.1	8.3	10.1	10.5	8.7
	(0.7)	(0.6)	(0.6)	(0.7)	(0.4)	(1.7)	(0.5)	(0.6)	(0.7)
Number of respondents	172	213	220	177	474	30	275	232	148
Percentage in schools with:									
Case managers for special ed. students	78.2	80.3	83.7	79.2	81.4	75.7	78.8	86.4	75.4
	(4.4)	(3.9)	(3.5)	(4.5)	(2.5)	(11.1)	(3.5)	(3.2)	(5.0)
Staff responsible for finding jobs for special ed. students	46.3	52.5	61.7	52.8	49.8	73.9	48.6	53.2	59.6
	(5.2)	(4.9)	(4.5)	(5.5)	(3.2)	(10.7)	(4.2)	(4.7)	(5.6)
Number of respondents	152	178	196	146	426	26	234	203	135
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*									
10% or less	55.0	50.9	48.6	53.3	52.3	39.4	48.0	52.6	59.4
	(5.6)	(5.5)	(5.5)	(6.4)	(3.6)	(14.7)	(4.6)	(5.3)	(7.1)
11% to 25%	4.7	3.8	6.0	1.0	5.2	10.8	3.9	4.6	6.8
	(2.4)	(2.1)	(2.6)	(1.3)	(1.6)	(9.4)	(1.8)	(2.2)	(3.6)
26% to 50%	11.1	8.5	7.7	4.4	11.0	4.9	9.6	9.2	8.7
	(3.6)	(3.1)	(2.9)	(2.6)	(2.3)	(6.5)	(2.7)	(3.1)	(4.1)
More than 50%	29.2	36.9	37.7	41.3	31.6	44.9	38.5	33.7	25.2
	(5.1)	(5.3)	(5.3)	(6.3)	(3.4)	(15.0)	(4.5)	(5.0)	(6.3)
Number of respondents	131	139	144	108	338	19	201	159	89

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
School Policies	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
MAINSTREAMING															
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	28.3 (2.3)	43.8 (5.9)	31.9 (4.6)	20.5 (2.9)	27.2 (3.0)	30.0 (3.7)	21.2 (4.3)	30.7 (4.0)	31.2 (3.8)	24.7 (2.9)	32.1 (4.9)	35.5 (6.4)	31.3 (2.9)	17.3 (4.6)	16.3 (8.1)
Number of respondents	643	129	183	328	374	268	154	222	267	377	164	98	456	121	37
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*															
Special inservice training	44.6 (2.6)	32.7 (5.6)	56.1 (4.9)	43.1 (3.6)	44.7 (3.4)	44.6 (4.0)	44.9 (5.2)	45.9 (4.4)	43.1 (4.1)	45.5 (3.4)	42.6 (5.2)	45.0 (6.8)	45.4 (3.1)	47.5 (6.2)	35.2 (10.5)
Consultation services	96.9 (0.9)	98.2 (1.6)	95.5 (2.1)	97.1 (1.2)	96.7 (1.2)	97.6 (1.2)	96.7 (1.9)	96.1 (1.7)	97.9 (1.2)	96.7 (1.2)	98.4 (1.3)	96.0 (2.7)	96.7 (1.1)	98.4 (1.5)	92.0 (6.0)
Special materials	55.4 (2.6)	56.0 (5.9)	52.3 (4.9)	56.6 (3.6)	54.4 (3.4)	57.0 (4.0)	54.1 (5.2)	54.2 (4.4)	57.5 (4.1)	56.4 (3.4)	50.4 (5.3)	59.6 (6.7)	51.9 (3.1)	61.8 (6.0)	73.8 (9.7)
Classroom aides	23.4 (2.2)	29.5 (5.4)	29.8 (4.5)	17.7 (2.8)	23.4 (2.9)	23.6 (3.4)	21.3 (4.3)	24.7 (3.8)	23.8 (3.5)	24.3 (2.9)	20.8 (4.3)	23.9 (5.8)	21.6 (2.5)	24.0 (5.3)	29.8 (10.1)
Reduced class size	10.9 (1.6)	10.8 (3.7)	18.0 (3.8)	7.4 (1.9)	12.2 (2.3)	8.8 (2.3)	6.1 (2.5)	9.8 (2.6)	15.7 (3.0)	10.2 (2.0)	9.9 (3.1)	16.3 (5.1)	10.1 (1.9)	10.7 (3.8)	17.5 (8.4)
None of these	0.1 (0.2)	0.6 (0.9)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.3 (0.4)	0.4 (0.7)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.2 (0.3)	0.0 (0.0)	0.0 (0.0)
Number of respondents	635	129	183	320	368	266	154	219	262	376	160	95	452	118	36
GRADING															
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*															
On same standard as regular education students	53.7 (2.7)	82.8 (4.6)	59.1 (5.1)	39.2 (3.7)	54.8 (3.5)	52.2 (4.2)	52.9 (5.3)	52.2 (4.6)	55.7 (4.2)	51.2 (3.5)	56.7 (5.3)	58.7 (7.0)	54.5 (3.2)	50.1 (6.6)	37.6 (10.7)
On different standard	45.5 (2.7)	17.2 (4.6)	40.4 (5.1)	59.5 (3.7)	43.9 (3.5)	47.8 (4.2)	46.4 (5.3)	47.3 (4.6)	43.0 (4.2)	47.6 (3.5)	42.8 (5.3)	41.3 (7.0)	45.5 (3.2)	46.6 (6.6)	56.9 (10.9)
Did not grade mainstreamed students	0.8 (0.5)	0.0 (0.0)	0.5 (0.7)	1.3 (0.9)	1.4 (0.8)	0.0 (0.0)	0.8 (0.9)	0.5 (0.6)	1.2 (0.9)	1.1 (0.7)	0.6 (0.8)	0.0 (0.0)	0.0 (0.0)	3.3 (2.4)	5.5 (5.0)
Number of respondents	591	124	166	298	349	241	148	198	245	345	156	87	428	104	36

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
MAINSTREAMING									
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	28.6	27.0	25.9	22.0	29.0	28.7	23.1	35.7	19.5
	(5.1)	(4.8)	(4.7)	(5.2)	(3.2)	(13.3)	(3.8)	(5.0)	(5.6)
Number of respondents	133	144	149	112	346	20	205	163	94
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*									
Special inservice training	37.2	48.2	49.7	49.3	41.0	52.4	44.0	42.7	46.6
	(5.5)	(5.4)	(5.4)	(6.3)	(3.5)	(14.7)	(4.6)	(5.2)	(7.1)
Consultation services	97.5	96.7	98.6	97.2	98.7	89.5	96.9	97.8	98.9
	(1.8)	(1.9)	(1.3)	(2.1)	(0.8)	(9.0)	(1.6)	(1.5)	(1.4)
Special materials	56.3	55.3	49.1	66.3	51.4	74.7	55.3	53.2	61.7
	(5.6)	(5.4)	(5.4)	(6.0)	(3.6)	(12.8)	(4.6)	(5.2)	(6.9)
Classroom aides	14.1	25.0	41.0	19.6	23.7	50.2	18.5	28.5	38.3
	(4.0)	(4.7)	(5.3)	(5.0)	(3.1)	(14.7)	(3.6)	(4.7)	(6.9)
Reduced class size	8.9	8.9	13.7	13.8	9.1	4.7	10.3	13.6	9.3
	(3.2)	(3.1)	(3.7)	(4.4)	(2.1)	(6.2)	(2.8)	(3.6)	(4.1)
None of these	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	130	144	145	112	339	20	200	163	92
GRADING									
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*									
On same standard as regular education students	59.5	50.1	50.5	61.4	50.8	39.9	55.3	51.3	58.2
	(5.8)	(5.6)	(5.7)	(6.3)	(3.8)	(15.7)	(4.7)	(5.6)	(7.2)
On different standard	39.1	49.2	49.5	38.6	48.9	43.1	43.6	48.1	41.8
	(5.8)	(5.6)	(5.7)	(6.3)	(3.8)	(15.9)	(4.7)	(5.5)	(7.2)
Did not grade mainstreamed students	1.4	0.7	0.0	0.0	0.3	16.9	1.0	0.6	0.0
	(1.4)	(0.9)	(0.0)	(0.0)	(0.4)	(12.0)	(1.0)	(0.9)	(0.0)
Number of respondents	120	132	132	108	310	17	191	144	84

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION (Continued)

School Policies	Total	Community: Urban	Community: Suburb	Community: Rural	Gender: Male	Gender: Female	Age in 1987: 15-16	Age in 1987: 17-18	Age in 1987: 19 or Older	School Status: In-Sch	School Status: Out 1 yr/less	School Status: Out 1-2 Years	Severity: EMR	Severity: TMR	Severity: S/PMR
GRADING (CONCLUDED)															
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*															
On same standard as regular classes	20.9	12.8	20.4	24.5	21.4	20.3	20.9	20.3	21.6	18.1	26.4	23.8	22.0	19.8	9.8
	(2.2)	(4.1)	(4.1)	(3.1)	(2.8)	(3.3)	(4.3)	(3.6)	(3.5)	(2.6)	(4.7)	(5.9)	(2.6)	(5.0)	(6.6)
On standard different from regular classes	77.1	85.7	79.6	72.8	76.3	78.3	77.3	78.7	75.5	79.8	71.4	75.1	76.6	75.8	87.3
	(2.2)	(4.3)	(4.1)	(3.2)	(2.9)	(3.4)	(4.4)	(3.7)	(3.6)	(2.8)	(4.8)	(6.0)	(2.6)	(5.3)	(7.5)
Did not give grades for special education classes	1.9	1.5	0.0	2.7	2.2	1.5	1.8	1.0	2.9	2.0	2.2	1.1	1.4	4.4	3.0
	(0.7)	(1.5)	(0.0)	(1.2)	(1.0)	(1.0)	(1.4)	(0.9)	(1.4)	(1.0)	(1.5)	(1.5)	(0.7)	(2.6)	(3.8)
Number of respondents	616	120	174	319	363	252	152	211	253	363	158	91	441	114	35
PRIMARY SCHOOL FUNCTION															
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**															
Academic skills	42.0	36.1	49.2	41.7	44.2	38.7	47.0	42.3	37.9	41.9	39.5	45.8	50.2	22.5	25.4
	(2.5)	(5.6)	(4.7)	(3.6)	(3.3)	(3.9)	(5.0)	(4.3)	(3.8)	(3.2)	(5.0)	(6.9)	(3.2)	(4.5)	(6.9)
Independent living skills	54.8	60.6	45.4	56.1	52.2	58.5	50.2	54.1	58.8	54.4	57.1	53.0	46.9	72.5	72.3
	(2.5)	(5.7)	(4.7)	(3.6)	(3.3)	(3.9)	(5.1)	(4.4)	(3.9)	(3.3)	(5.0)	(6.9)	(3.2)	(4.8)	(7.1)
Skills for employment	3.2	3.3	5.4	2.1	3.6	2.8	2.7	3.5	3.3	3.7	3.3	1.1	2.9	5.0	2.3
	(0.9)	(2.1)	(2.1)	(1.0)	(1.2)	(1.3)	(1.7)	(1.6)	(1.4)	(1.2)	(1.8)	(1.4)	(1.1)	(2.4)	(2.4)
Number of respondents	680	138	205	321	399	279	164	221	295	406	174	95	425	156	72
SUSPENSION/EXPULSION															
Percentage in schools in which special education students:															
Could not be suspended or expelled	22.3	26.1	21.5	21.6	23.2	21.3	22.8	23.4	21.1	23.0	16.2	29.5	20.9	25.4	23.4
	(2.0)	(4.6)	(3.6)	(2.9)	(2.7)	(3.0)	(4.1)	(3.5)	(3.0)	(2.6)	(3.5)	(5.8)	(2.5)	(4.2)	(6.1)
Could only be suspended	28.6	25.9	30.5	28.7	29.5	27.4	27.8	32.5	25.7	30.4	27.0	24.5	28.6	26.8	31.0
	(2.2)	(4.6)	(4.0)	(3.2)	(2.9)	(3.3)	(4.4)	(3.8)	(3.2)	(2.8)	(4.2)	(5.4)	(2.8)	(4.3)	(6.6)
Could only be expelled	21.2	18.4	20.7	22.8	19.5	23.8	18.1	21.4	23.2	20.3	23.1	22.0	22.2	20.8	22.8
	(2.0)	(4.0)	(3.5)	(2.9)	(2.5)	(3.1)	(3.8)	(3.3)	(3.1)	(2.5)	(4.0)	(5.2)	(2.5)	(4.0)	(6.0)
Could be both suspended and expelled	27.8	29.5	27.2	26.9	27.8	27.4	31.3	22.7	30.0	26.3	33.7	24.0	28.4	27.0	22.8
	(2.1)	(4.8)	(3.9)	(3.1)	(2.8)	(3.3)	(4.5)	(3.4)	(3.3)	(2.7)	(4.5)	(5.4)	(2.7)	(4.3)	(6.0)
Number of respondents	775	168	240	348	446	327	175	256	344	459	199	112	465	190	89

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION (Continued)

	Household Income			Ethnicity			Head of Household's Education		
School Policies	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
GRADING (CONCLUDED)									
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*									
On same standard as regular classes	24.4	19.9	14.5	21.7	20.9	0.0	21.3	18.4	18.4
	(4.9)	(4.4)	(3.9)	(5.3)	(3.0)	(0.0)	(3.8)	(4.2)	(5.6)
On standard different from regular classes	71.6	78.3	83.7	76.7	77.6	80.0	76.4	80.7	75.0
	(5.2)	(4.6)	(4.1)	(5.4)	(3.1)	(11.7)	(4.0)	(4.3)	(6.3)
Did not give grades for special education classes	4.0	1.7	1.8	1.6	1.5	20.0	2.3	0.9	6.5
	(2.3)	(1.4)	(1.5)	(1.6)	(0.9)	(11.7)	(1.4)	(1.0)	(3.6)
Number of respondents	127	137	139	109	325	20	196	153	88
PRIMARY SCHOOL FUNCTION									
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**									
Academic skills	44.2	38.1	36.7	43.8	39.4	28.4	42.0	36.9	39.2
	(5.7)	(5.0)	(4.8)	(6.0)	(3.3)	(12.1)	(4.5)	(4.9)	(6.0)
Independent living skills	51.1	59.0	60.4	53.2	56.6	71.6	54.0	61.1	56.3
	(5.7)	(5.0)	(4.9)	(6.1)	(3.4)	(12.1)	(4.5)	(4.9)	(6.1)
Skills for employment	4.6	2.9	2.9	3.0	4.0	0.0	4.0	2.0	4.4
	(2.4)	(1.7)	(1.7)	(2.1)	(1.3)	(0.0)	(1.8)	(1.4)	(2.5)
Number of respondents	130	164	175	120	382	24	210	178	121
SUSPENSION/EXPULSION									
Percentage in schools in which special education students:									
Could not be suspended or expelled	19.2	19.9	16.9	22.6	19.5	22.1	24.5	20.0	12.9
	(4.2)	(3.9)	(3.5)	(4.7)	(2.6)	(11.0)	(3.7)	(3.8)	(3.9)
Could only be suspended	34.9	30.4	26.6	24.8	31.5	40.3	31.4	29.3	30.8
	(5.1)	(4.5)	(4.1)	(4.8)	(3.0)	(13.0)	(4.0)	(4.3)	(5.4)
Could only be expelled	16.1	25.2	23.9	20.9	21.4	22.4	19.4	19.8	23.7
	(3.9)	(4.2)	(4.0)	(4.5)	(2.6)	(11.0)	(3.4)	(3.8)	(4.9)
Could be both suspended and expelled	29.8	24.6	32.6	31.7	27.6	15.1	24.7	30.9	32.6
	(4.9)	(4.2)	(4.4)	(5.2)	(2.9)	(9.5)	(3.7)	(4.4)	(5.5)
Number of respondents	148	179	198	143	428	25	233	203	135

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
School Policies	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
SUSPENSION/EXPULSION (CONCLUDED)															
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	86.4 (1.7)	80.7 (4.2)	83.9 (3.3)	91.9 (2.0)	87.6 (2.2)	85.2 (2.7)	81.3 (4.0)	90.5 (2.5)	86.0 (2.7)	84.8 (2.3)	86.8 (3.3)	92.7 (3.5)	89.5 (1.9)	78.3 (4.2)	83.3 (5.8)
Number of respondents	715	163	227	311	409	304	162	242	311	423	187	100	439	171	76
GRADUATION															
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*															
Special ed. students meet same standards as regular students	87.4 (1.8)	79.6 (5.0)	92.1 (2.8)	88.1 (2.4)	86.9 (2.4)	88.0 (2.8)	82.7 (4.4)	88.5 (2.9)	89.3 (2.6)	86.1 (2.5)	89.2 (3.3)	89.0 (4.4)	87.8 (2.1)	84.2 (4.7)	90.2 (7.0)
Students pass a minimum competency test	12.6 (1.8)	20.4 (5.0)	7.9 (2.8)	11.9 (2.4)	13.1 (2.4)	12.0 (2.8)	17.3 (4.4)	11.5 (2.9)	10.7 (2.6)	13.9 (2.5)	10.8 (3.3)	11.0 (4.4)	12.2 (2.1)	15.8 (4.7)	9.8 (7.0)
Number of respondents	582	119	165	296	343	239	122	207	253	332	155	91	415	107	32
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**															
Exempt from such tests	0.8 (0.7)	0.0 (0.0)	1.1 (1.4)	0.5 (0.7)	1.4 (1.1)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	2.3 (1.7)	0.5 (0.7)	2.2 (2.1)	0.0 (0.0)	0.4 (0.6)	1.2 (1.7)	0.0 (0.0)
Held to same testing procedures/ standards as other students	42.1 (3.6)	30.6 (7.6)	30.0 (6.2)	53.0 (5.2)	41.6 (4.6)	42.7 (5.8)	45.4 (7.8)	40.6 (5.9)	41.4 (5.6)	38.9 (4.7)	41.0 (7.0)	60.4 (9.3)	44.1 (4.6)	42.2 (7.6)	34.8 (10.9)
Given extra help in taking the test	41.3 (3.6)	28.9 (7.5)	44.7 (6.7)	44.2 (5.1)	38.6 (4.6)	45.3 (5.8)	36.2 (7.5)	46.2 (6.0)	39.3 (5.6)	44.4 (4.8)	42.6 (7.0)	24.2 (8.2)	41.3 (4.5)	45.1 (7.7)	42.7 (11.3)
Given a modified test	13.7 (2.5)	10.0 (5.0)	21.8 (5.6)	11.6 (3.3)	15.1 (3.4)	11.5 (3.7)	17.4 (5.9)	11.8 (3.8)	13.4 (3.9)	16.0 (3.5)	9.5 (4.2)	12.3 (6.3)	10.8 (2.9)	16.0 (5.7)	34.5 (10.9)
Allowed to meet different standards	14.5 (2.6)	8.9 (4.7)	22.4 (5.6)	13.4 (3.5)	14.7 (3.3)	14.2 (4.1)	10.2 (4.7)	14.4 (4.2)	17.3 (4.3)	14.8 (3.4)	12.6 (4.7)	15.0 (6.8)	8.6 (2.6)	22.8 (6.5)	25.1 (9.9)
Number of respondents	328	67	97	156	196	130	67	120	140	189	88	46	203	76	32

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* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.

** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
School Policies	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
SUSPENSION/EXPULSION (CONCLUDED)									
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	85.6	82.3	83.8	84.7	84.0	84.7	87.0	83.7	75.0
	(3.8)	(4.0)	(3.5)	(4.2)	(2.5)	(9.3)	(3.0)	(3.7)	(5.2)
Number of respondents	144	154	188	132	392	26	220	182	128
GRADUATION									
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*									
Special ed. students meet same standards as regular students	85.4	86.7	87.4	88.5	87.9	66.6	82.7	88.2	90.8
	(4.3)	(3.8)	(3.7)	(4.4)	(2.4)	(14.2)	(3.7)	(3.5)	(4.3)
Students pass a minimum competency test	14.6	13.3	12.6	11.5	12.1	33.4	17.3	11.8	9.2
	(4.3)	(3.8)	(3.7)	(4.4)	(2.4)	(14.2)	(3.7)	(3.5)	(4.3)
Number of respondents	114	131	137	94	316	19	182	149	82
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**									
Exempt from such tests	1.0	0.0	1.5	0.0	1.7	---	0.7	0.0	3.8
	(1.5)	(0.0)	(1.8)	(0.0)	(1.3)		(1.1)	(0.0)	(3.3)
Held to same testing procedures/ standards as other students	44.9	36.0	38.2	50.7	35.8	---	44.1	39.2	32.4
	(7.7)	(7.6)	(7.1)	(7.9)	(4.8)		(6.4)	(7.8)	(8.0)
Given extra help in taking the test	44.6	41.9	41.6	39.0	46.8	---	38.9	47.5	43.0
	(7.7)	(7.8)	(7.2)	(7.7)	(5.0)		(6.3)	(8.0)	(8.5)
Given a modified test	8.9	21.5	10.6	15.8	13.4	---	12.8	12.3	15.8
	(4.4)	(6.5)	(4.5)	(5.7)	(3.4)		(4.3)	(5.3)	(6.2)
Allowed to meet different standards	8.0	15.5	21.5	10.2	16.2	---	14.0	14.9	17.3
	(4.2)	(5.7)	(6.0)	(4.8)	(3.7)		(4.5)	(5.7)	(6.5)
Number of respondents	69	68	83	70	175	11	102	71	64

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* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.

** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Coordination Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	75.1	65.4	77.2	79.5	75.6	74.4	72.7	78.6	73.6	76.1	74.2	72.8	78.3	69.4	55.2
	(2.2)	(5.4)	(4.0)	(3.0)	(2.9)	(3.4)	(4.6)	(3.6)	(3.5)	(2.8)	(4.5)	(5.9)	(2.5)	(5.2)	(9.6)
Number of respondents	666	144	202	311	385	280	160	225	281	392	168	101	452	139	48
Percentage in schools with at least monthly contact with:															
State vocational rehabilitation agency (VR)	25.7	21.3	25.3	27.9	25.5	25.7	17.0	31.5	26.2	27.0	23.7	23.6	24.1	31.0	29.6
	(2.1)	(4.5)	(3.9)	(3.1)	(2.8)	(3.2)	(3.8)	(3.9)	(3.3)	(2.8)	(4.2)	(5.5)	(2.7)	(4.5)	(6.7)
State developmental disabilities agency	15.9	20.9	12.0	15.7	14.7	17.3	18.0	12.6	17.6	17.3	13.9	12.5	11.7	21.0	33.1
	(1.9)	(4.7)	(3.1)	(2.8)	(2.5)	(3.1)	(4.1)	(3.0)	(3.1)	(2.6)	(3.7)	(4.6)	(2.2)	(4.3)	(7.1)
Vocational schools	24.9	26.2	24.4	25.1	23.8	26.7	26.5	26.6	22.3	23.9	24.7	29.3	28.5	17.8	13.2
	(2.2)	(5.1)	(3.9)	(3.1)	(2.8)	(3.4)	(4.5)	(3.7)	(3.2)	(2.7)	(4.3)	(6.1)	(2.9)	(3.8)	(5.2)
Colleges	1.5	3.0	1.7	0.3	0.9	2.2	0.5	2.0	1.7	2.1	0.0	1.3	1.0	2.0	1.3
	(0.6)	(2.1)	(1.2)	(0.4)	(0.7)	(1.2)	(0.8)	(1.2)	(1.0)	(1.0)	(0.0)	(1.6)	(0.7)	(1.5)	(1.8)
Mental health agencies	28.4	28.3	23.8	31.4	26.9	30.5	27.6	30.3	27.1	31.3	23.9	22.3	28.5	31.2	25.3
	(2.2)	(5.0)	(3.8)	(3.3)	(2.9)	(3.5)	(4.5)	(3.8)	(3.4)	(2.9)	(4.2)	(5.4)	(2.9)	(4.5)	(6.3)
Social service agencies	37.3	32.1	30.4	43.1	36.9	37.7	38.3	39.3	34.8	38.4	36.7	31.9	35.7	39.8	39.0
	(2.4)	(5.1)	(4.1)	(3.5)	(3.1)	(3.6)	(5.0)	(4.1)	(3.5)	(3.1)	(4.7)	(6.0)	(3.0)	(4.7)	(7.0)
Number of respondents	633	125	202	278	363	268	144	207	281	376	161	91	370	162	72

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* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Coordination Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	78.3	76.1	78.3	71.8	77.6	62.3	77.5	74.9	70.0
	(4.8)	(4.5)	(4.2)	(5.4)	(2.9)	(14.3)	(3.8)	(4.3)	(6.0)
Number of respondents	126	154	168	124	363	20	203	179	106
Percentage in schools with at least monthly contact with:									
State vocational rehabilitation agency (VR)	26.3	23.2	32.2	26.5	26.9	17.5	23.5	27.6	32.1
	(4.7)	(4.2)	(4.5)	(5.0)	(2.9)	(9.8)	(3.7)	(4.3)	(5.5)
State developmental disabilities agency	11.7	18.6	19.7	18.7	15.5	18.9	13.6	14.4	24.5
	(3.8)	(4.1)	(4.1)	(4.8)	(2.6)	(12.5)	(3.3)	(3.6)	(5.5)
Vocational schools	18.0	22.2	25.8	23.6	21.9	20.5	21.8	17.8	23.8
	(4.3)	(4.3)	(4.2)	(4.9)	(2.8)	(11.9)	(3.7)	(3.7)	(5.3)
Colleges	2.2	3.7	0.4	1.2	1.1	17.4	1.8	1.6	3.2
	(1.7)	(2.0)	(0.6)	(1.4)	(0.7)	(11.5)	(1.3)	(1.3)	(2.2)
Mental health agencies	28.0	29.9	29.4	33.8	26.9	44.6	30.3	29.8	27.6
	(4.9)	(4.6)	(4.4)	(5.5)	(3.0)	(13.1)	(4.1)	(4.5)	(5.3)
Social service agencies	34.3	34.4	35.7	42.3	34.3	52.4	33.5	33.5	42.1
	(5.2)	(4.8)	(4.6)	(5.7)	(3.1)	(12.9)	(4.2)	(4.6)	(5.8)
Number of respondents	122	150	164	116	354	17	190	176	110

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* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Coordination Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*															
Referrals of special education students to VR	83.8 (1.8)	81.0 (4.2)	82.2 (3.5)	88.0 (2.4)	83.8 (2.4)	83.9 (2.8)	82.8 (4.1)	86.1 (2.9)	82.3 (2.9)	83.0 (2.4)	85.6 (3.5)	83.6 (5.0)	86.8 (2.2)	80.0 (4.0)	76.3 (6.3)
VR staff involvement in writing IEPs	21.7 (2.1)	25.1 (4.7)	22.7 (3.9)	19.6 (2.9)	21.7 (2.7)	21.9 (3.2)	18.2 (4.2)	26.3 (3.7)	19.5 (3.0)	22.8 (2.7)	20.8 (4.0)	17.5 (5.1)	22.4 (2.7)	23.7 (4.3)	15.4 (5.3)
VR staff being assigned to ongoing work in the school	37.8 (2.4)	48.8 (5.4)	31.0 (4.3)	37.6 (3.5)	37.8 (3.2)	38.1 (3.8)	35.5 (5.2)	38.9 (4.1)	38.2 (3.7)	40.1 (3.2)	33.8 (4.7)	34.6 (6.4)	39.5 (3.2)	38.6 (4.9)	28.5 (6.7)
VR and school staff collaboration in developing programs	29.0 (2.3)	33.2 (5.1)	33.0 (4.3)	25.0 (3.2)	28.0 (2.9)	30.5 (3.6)	24.8 (4.7)	30.0 (3.8)	30.5 (3.5)	30.2 (3.0)	25.6 (4.3)	30.3 (6.2)	26.9 (2.9)	37.8 (4.9)	25.1 (6.4)
No VR contact or no action taken	10.6 (1.5)	12.8 (3.6)	8.4 (2.5)	8.8 (2.1)	11.4 (2.1)	9.4 (2.3)	11.0 (3.4)	8.5 (2.3)	12.3 (2.5)	10.3 (2.0)	10.4 (3.0)	12.7 (4.5)	10.1 (2.0)	8.3 (2.8)	19.5 (5.9)
Number of respondents	706	158	216	314	411	294	141	242	323	415	188	99	414	177	84
Percentage in schools that usually or always:															
When students changed schools:															
Transferred IEPs	21.0 (1.9)	32.5 (4.8)	22.5 (3.6)	12.1 (2.2)	21.0 (2.5)	20.6 (2.9)	27.6 (4.3)	16.3 (3.0)	20.7 (2.9)	24.5 (2.6)	18.8 (3.7)	8.9 (3.6)	16.1 (2.2)	30.9 (4.4)	27.7 (6.2)
Transferred files	21.3 (1.9)	33.1 (4.9)	22.3 (3.6)	12.8 (2.3)	21.2 (2.5)	21.0 (3.0)	27.8 (4.3)	16.6 (3.0)	21.0 (2.9)	24.2 (2.6)	20.7 (3.8)	8.9 (3.6)	16.3 (2.2)	30.5 (4.4)	28.6 (6.3)
Discussed student needs with other schools' staff	14.2 (1.7)	23.0 (4.4)	14.8 (3.1)	7.5 (1.8)	14.3 (2.2)	14.2 (2.5)	18.1 (3.7)	11.6 (2.6)	13.9 (2.5)	16.3 (2.3)	15.0 (3.4)	3.1 (2.2)	10.1 (1.8)	24.0 (4.1)	15.9 (5.1)
When students became clients of service agencies:															
Sent files to agencies	19.6 (1.9)	31.3 (4.9)	19.5 (3.5)	11.2 (2.3)	20.7 (2.6)	17.7 (2.9)	26.6 (4.4)	14.5 (2.9)	19.6 (2.9)	21.5 (2.6)	20.4 (3.9)	8.6 (3.7)	15.3 (2.3)	28.2 (4.4)	25.1 (6.1)
Discussed student needs with agency staff	16.8 (1.8)	25.5 (4.5)	16.4 (3.2)	10.3 (2.1)	16.6 (2.3)	16.7 (2.7)	22.4 (4.1)	13.7 (2.8)	15.9 (2.7)	19.1 (2.4)	16.2 (3.5)	7.1 (3.3)	13.1 (2.1)	24.5 (4.2)	20.2 (5.6)
Number of respondents	749	165	239	324	432	315	168	246	335	450	194	102	435	190	92

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

Coordination Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*									
Referrals of special education students to VR	84.7	79.1	86.2	82.4	84.4	67.4	83.5	82.4	79.5
	(4.1)	(4.1)	(3.4)	(4.5)	(2.5)	(12.4)	(3.4)	(3.7)	(4.9)
VR staff involvement in writing IEPs	26.3	20.4	23.6	28.7	21.5	26.4	22.7	25.6	25.0
	(5.0)	(4.1)	(4.1)	(5.3)	(2.8)	(11.7)	(3.8)	(4.3)	(5.3)
VR staff being assigned to ongoing work in the school	36.6	33.9	42.6	42.2	35.1	36.7	38.7	35.2	36.6
	(5.4)	(4.8)	(4.8)	(5.8)	(3.2)	(12.7)	(4.4)	(4.7)	(5.8)
VR and school staff collaboration in developing programs	24.4	28.8	44.1	26.9	32.4	27.5	27.3	30.6	41.8
	(4.9)	(4.6)	(4.8)	(5.2)	(3.2)	(11.8)	(4.0)	(4.5)	(6.0)
No VR contact or no action taken	11.0	12.3	10.6	9.1	11.6	20.9	10.4	12.4	13.3
	(3.5)	(3.3)	(3.0)	(3.4)	(2.2)	(10.8)	(2.8)	(3.2)	(4.1)
Number of respondents	133	165	182	130	388	25	208	187	125
Percentage in schools that usually or always:									
When students changed schools:									
Transferred IEPs	23.1	26.7	26.9	31.5	21.8	23.4	21.8	23.7	38.9
	(4.4)	(4.3)	(4.1)	(5.1)	(2.7)	(10.5)	(3.5)	(4.0)	(5.6)
Transferred files	23.6	27.4	26.9	31.4	22.2	23.4	21.7	24.3	39.5
	(4.4)	(4.3)	(4.1)	(5.1)	(2.7)	(10.5)	(3.5)	(4.0)	(5.6)
Discussed student needs with other schools' staff	17.6	15.7	21.2	18.7	16.0	16.8	15.6	13.6	30.8
	(4.0)	(3.6)	(3.8)	(4.3)	(2.4)	(9.3)	(3.1)	(3.3)	(5.3)
When students became clients of service agencies:									
Sent files to agencies	22.4	23.7	25.3	27.3	20.3	21.7	19.4	22.7	35.1
	(4.5)	(4.2)	(4.1)	(5.0)	(2.6)	(10.7)	(3.4)	(4.0)	(5.5)
Discussed student needs with agency staff	19.0	20.0	23.4	20.9	18.9	20.9	15.9	19.4	34.3
	(4.2)	(3.9)	(4.0)	(4.5)	(2.5)	(10.3)	(3.2)	(3.7)	(5.5)
Number of respondents	147	175	195	143	415	26	228	198	136

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14A: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Programming Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Of students in schools with 12th grade, percentage in schools that usually or always:*															
Focused IEPs for seniors on the period after secondary school	7.4	12.4	6.9	4.7	7.1	7.5	5.7	7.2	8.7	8.7	6.8	3.0	5.8	13.5	8.3
	(1.3)	(3.6)	(2.3)	(1.5)	(1.7)	(2.0)	(2.5)	(2.2)	(2.1)	(1.8)	(2.5)	(2.3)	(1.5)	(3.5)	(4.2)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	9.4	14.8	9.1	4.8	8.8	9.8	9.2	8.0	10.8	10.9	8.5	4.8	4.8	16.7	20.4
	(1.4)	(3.8)	(2.6)	(1.5)	(1.8)	(2.3)	(3.1)	(2.3)	(2.3)	(2.0)	(2.7)	(2.9)	(1.4)	(3.7)	(5.9)
Number of respondents	711	155	218	322	414	296	142	243	326	413	190	101	421	170	79
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	20.5	16.9	21.9	21.3	20.1	21.1	25.4	18.3	19.6	23.6	11.3	21.4	17.1	23.5	36.7
	(2.0)	(4.1)	(3.8)	(2.9)	(2.6)	(3.1)	(4.7)	(3.3)	(2.9)	(2.7)	(3.1)	(5.5)	(2.4)	(4.2)	(7.2)
Number of respondents	715	153	216	327	417	297	144	239	332	419	190	101	422	180	82
Average number of years school transition programs operated	3.7	5.7	4.1	2.7	3.7	3.6	3.9	3.6	3.5	3.8	2.9	3.8	4.1	3.3	2.9
	(0.4)	(1.0)	(0.6)	(0.5)	(0.5)	(0.5)	(0.7)	(0.6)	(0.6)	(0.5)	(0.5)	(1.0)	(0.5)	(0.9)	(0.4)
Number of respondents	148	28	39	76	84	64	37	45	66	97	25	23	72	43	29

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14B: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH MENTAL RETARDATION

Programming Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with 12th grade, percentage in schools that usually or always:*									
Focused IEPs for seniors on the period after secondary school	7.7	10.0	9.2	10.6	7.1	9.3	7.8	7.0	15.9
	(3.0)	(3.0)	(2.8)	(3.7)	(1.7)	(7.4)	(2.4)	(2.5)	(4.5)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	10.5	9.2	11.9	13.2	10.0	9.0	7.5	10.0	21.6
	(3.4)	(2.9)	(3.1)	(4.0)	(2.0)	(7.6)	(2.4)	(2.9)	(5.0)
Number of respondents	136	166	183	124	392	25	211	189	124
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	19.1	24.5	24.1	27.3	19.4	18.9	18.3	23.0	25.4
	(4.3)	(4.4)	(4.1)	(5.2)	(2.6)	(10.1)	(3.4)	(4.1)	(5.3)
Number of respondents	140	168	186	129	402	26	220	191	122
Average number of years school transition programs operated	3.0	3.9	3.6	3.8	3.2	---	3.5	3.1	4.3
	(0.7)	(0.8)	(0.7)	(0.7)	(0.5)		(0.7)	(0.7)	(0.9)
Number of respondents	29	41	43	34	82	6	41	44	32

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 15A: EDUCATIONAL PLACEMENTS OF STUDENTS WITH MENTAL RETARDATION IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status			Severity		
Educational Placements	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in:															
Grades 7 or 8	9.9 (1.3)	11.0 (3.1)	6.5 (2.0)	10.7 (2.1)	10.1 (1.7)	9.7 (2.0)	34.0 (4.3)	2.7 (1.2)	0.1 (0.2)	12.1 (1.9)	4.8 (1.9)	8.6 (3.0)	13.4 (1.9)	4.0 (1.8)	2.6 (2.0)
Grades 9 or 10	32.8 (2.0)	33.5 (4.6)	32.8 (3.9)	35.9 (3.2)	30.9 (2.7)	35.4 (3.2)	45.5 (4.5)	49.3 (3.8)	8.8 (1.9)	43.0 (2.8)	18.4 (3.4)	14.4 (3.7)	38.6 (2.7)	20.6 (3.6)	14.1 (4.4)
Grades 11 or 12	33.7 (2.1)	31.8 (4.6)	40.3 (4.0)	34.3 (3.2)	36.5 (2.8)	29.9 (3.1)	1.0 (0.9)	29.2 (3.4)	60.2 (3.2)	20.3 (2.3)	52.3 (4.4)	59.3 (5.2)	40.7 (2.7)	24.6 (3.9)	16.4 (4.6)
Ungraded programs	23.6 (1.9)	23.7 (4.2)	20.4 (3.3)	19.1 (2.6)	22.5 (2.4)	25.0 (2.9)	19.5 (3.6)	18.8 (2.9)	30.9 (3.0)	24.5 (2.5)	24.4 (3.8)	17.7 (4.0)	7.3 (1.5)	50.8 (4.5)	66.9 (5.9)
Number of respondents	928	191	268	381	533	392	209	303	416	526	231	160	553	221	117
Percentage in:															
Special schools for youth with disabilities	18.3 (1.7)	23.4 (4.1)	24.4 (3.5)	7.1 (1.7)	16.4 (2.1)	20.8 (2.7)	12.4 (2.9)	16.1 (2.7)	24.4 (2.8)	19.9 (2.2)	17.5 (3.3)	14.2 (3.7)	2.3 (0.8)	39.2 (4.2)	63.5 (5.9)
Regular schools but in no regular education classes	20.9 (1.7)	25.9 (4.2)	13.2 (2.7)	22.5 (2.7)	21.2 (2.3)	20.7 (2.7)	22.6 (3.7)	17.0 (2.8)	23.4 (2.7)	20.6 (2.3)	23.2 (3.7)	17.9 (4.0)	15.1 (2.0)	35.0 (4.1)	26.5 (5.4)
Regular education classes for nonacademics* only	40.9 (2.1)	34.9 (4.6)	50.5 (4.0)	40.8 (3.2)	40.8 (2.8)	41.2 (3.3)	44.5 (4.4)	40.5 (3.6)	38.8 (3.1)	37.8 (2.7)	41.8 (4.3)	52.2 (5.3)	53.7 (2.8)	23.2 (3.7)	10.0 (3.7)
Regular education classes for some academics*	18.4 (1.7)	12.9 (3.2)	11.2 (2.6)	28.3 (3.0)	20.1 (2.3)	16.1 (2.4)	18.3 (3.4)	25.0 (3.2)	12.4 (2.1)	20.3 (2.3)	14.9 (3.1)	15.7 (3.8)	26.5 (2.4)	2.6 (1.4)	0.0 (0.0)
All regular education classes	1.5 (0.5)	2.8 (1.6)	0.6 (0.6)	1.2 (0.7)	1.5 (0.7)	1.2 (0.7)	2.2 (1.3)	1.4 (0.9)	1.0 (0.6)	1.4 (0.7)	2.6 (1.4)	0.0 (0.0)	2.4 (0.8)	0.0 (0.0)	0.0 (0.0)
Number of respondents	961	197	279	391	556	402	217	311	433	550	238	162	562	239	122
Average percentage of class time in regular education classes:															
As a whole	27.2 (1.3)	19.6 (2.8)	23.7 (2.0)	35.3 (2.0)	28.1 (1.7)	26.0 (2.0)	28.7 (2.5)	30.2 (2.2)	23.3 (1.9)	26.8 (1.6)	26.7 (2.7)	29.5 (3.1)	37.1 (1.6)	9.2 (1.6)	2.4 (1.1)
In grades 7 or 8	40.6 (4.7)	34.4 (10.8)	---	47.8 (6.6)	37.8 (6.3)	44.5 (7.0)	38.0 (4.7)	---	---	42.9 (5.5)	---	---	45.0 (5.1)	---	---
In grades 9 or 10	33.8 (2.2)	24.4 (4.8)	30.0 (3.8)	41.5 (3.1)	36.5 (2.9)	30.6 (3.3)	31.2 (3.6)	35.4 (2.9)	34.6 (7.0)	33.1 (2.4)	37.5 (6.9)	34.4 (9.2)	38.3 (2.5)	18.7 (4.3)	---
In grades 11 or 12	32.8 (2.1)	21.0 (5.1)	27.5 (3.3)	41.8 (3.1)	32.9 (2.7)	32.7 (3.6)	---	35.2 (4.0)	32.1 (2.6)	32.3 (3.5)	32.1 (3.8)	33.8 (4.0)	37.5 (2.3)	15.0 (3.7)	2.6 (3.9)
In ungraded programs	4.0 (1.0)	1.9 (1.4)	4.8 (2.0)	6.2 (2.0)	4.6 (1.4)	3.3 (1.3)	7.4 (2.7)	4.0 (1.8)	2.6 (1.2)	3.5 (1.2)	5.5 (2.2)	4.8 (3.0)	15.2 (3.5)	1.4 (0.9)	1.0 (0.6)
Number of respondents	878	173	257	369	506	371	197	293	388	508	211	149	524	208	109

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 15B: EDUCATIONAL PLACEMENTS OF STUDENTS WITH MENTAL RETARDATION IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Educational Placements	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in:									
Grades 7 or 8	12.7	7.4	6.8	10.8	7.7	10.9	10.5	6.8	8.8
	(3.3)	(2.4)	(2.3)	(3.2)	(1.7)	(7.6)	(2.5)	(2.4)	(3.2)
Grades 9 or 10	33.6	26.7	31.4	35.6	29.8	21.7	35.9	28.4	23.9
	(4.7)	(4.1)	(4.3)	(5.0)	(2.9)	(10.0)	(3.8)	(4.3)	(4.8)
Grades 11 or 12	33.8	37.6	33.3	32.2	35.7	25.0	30.5	43.0	30.6
	(4.7)	(4.5)	(4.4)	(4.9)	(3.0)	(10.5)	(3.7)	(4.7)	(5.2)
Ungraded programs	19.8	28.3	28.5	21.4	26.8	42.4	23.1	21.8	36.7
	(3.9)	(4.2)	(4.2)	(4.3)	(2.8)	(12.0)	(3.4)	(3.9)	(5.4)
Number of respondents	174	201	200	164	454	29	272	203	143
Percentage in:									
Special schools for youth with disabilities	12.1	20.4	30.0	21.2	19.8	33.8	15.4	20.7	32.7
	(3.2)	(3.6)	(4.1)	(4.1)	(2.4)	(11.1)	(2.8)	(3.7)	(5.1)
Regular schools but in no regular education classes	27.0	20.1	19.3	21.2	21.3	30.1	26.1	21.3	17.7
	(4.3)	(3.6)	(3.6)	(4.1)	(2.5)	(10.7)	(3.5)	(3.7)	(4.2)
Regular education classes for nonacademics* only	41.8	40.2	30.3	34.5	41.5	23.3	40.7	34.0	33.7
	(4.8)	(4.4)	(4.1)	(4.8)	(3.0)	(9.9)	(3.9)	(4.3)	(5.2)
Regular education classes for some academics*	17.8	18.9	18.4	20.3	16.9	10.3	16.1	22.8	15.1
	(3.7)	(3.5)	(3.5)	(4.1)	(2.3)	(7.1)	(2.9)	(3.8)	(3.9)
All regular education classes	1.3	0.5	2.1	2.8	0.5	2.4	1.7	1.1	0.8
	(1.1)	(0.7)	(1.3)	(1.7)	(0.4)	(3.6)	(1.0)	(1.0)	(1.0)
Number of respondents	177	211	215	173	475	31	281	218	151
Average percentage of class time in regular education classes:									
As a whole	26.0	27.4	23.8	27.5	25.4	15.9	25.9	26.9	22.0
	(2.7)	(2.7)	(2.7)	(3.1)	(1.7)	(6.1)	(2.2)	(2.8)	(3.2)
In grades 7 or 8	42.9	---	---	---	34.3	---	37.3	---	---
	(9.4)				(7.9)		(7.4)		
In grades 9 or 10	31.4	34.2	34.5	31.8	32.9	---	32.1	36.0	28.5
	(4.5)	(5.0)	(5.2)	(4.9)	(3.3)		(3.6)	(5.6)	(6.2)
In grades 11 or 12	29.2	34.6	30.6	31.2	32.9	---	32.1	29.6	33.2
	(4.7)	(4.1)	(4.7)	(5.5)	(2.9)		(4.2)	(4.0)	(5.5)
In ungraded programs	2.1	4.3	1.5	2.4	4.4	---	2.6	3.5	2.4
	(1.6)	(1.9)	(1.4)	(1.6)	(1.3)		(1.2)	(2.3)	(1.5)
Number of respondents	168	193	188	155	434	28	262	194	134

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 16A: COURSE-TAKING BY STUDENTS WITH MENTAL RETARDATION IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status			Severity		
Course Taking	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Average percentage of class time spent in academic* subjects:															
As a whole	43.7	45.6	40.7	46.9	44.1	43.1	52.9	45.9	35.2	44.0	42.6	44.0	52.9	30.7	13.5
	(1.2)	(2.6)	(2.2)	(1.7)	(1.5)	(1.8)	(2.2)	(1.9)	(1.7)	(1.5)	(2.4)	(2.8)	(1.2)	(2.4)	(2.8)
In regular education classes	6.9	5.0	3.9	10.6	7.2	6.6	8.0	8.9	4.4	7.4	6.4	5.8	9.8	0.9	0.0
	(0.7)	(1.4)	(0.9)	(1.3)	(0.9)	(1.1)	(1.6)	(1.3)	(0.9)	(0.9)	(1.6)	(1.6)	(1.0)	(0.5)	(0.0)
In special education classes	36.8	40.6	36.8	36.3	36.9	36.6	44.9	37.1	30.8	36.7	36.2	38.2	43.1	29.9	13.5
	(1.2)	(2.7)	(2.2)	(1.7)	(1.5)	(1.8)	(2.5)	(1.9)	(1.7)	(1.5)	(2.4)	(2.7)	(1.3)	(2.4)	(2.8)
Number of respondents	881	173	257	370	508	372	198	293	390	509	212	150	525	210	109
Average percentage of class time spent in nonacademic* subjects:															
As a whole	20.3	11.6	22.4	20.0	19.6	21.3	18.3	19.8	22.2	22.1	16.9	17.7	11.4	28.0	56.5
	(1.3)	(2.0)	(2.5)	(1.9)	(1.7)	(2.1)	(2.4)	(2.2)	(2.2)	(1.7)	(2.5)	(3.1)	(1.0)	(3.2)	(5.2)
In regular education classes	4.0	2.6	3.7	5.1	3.7	4.4	4.9	4.3	3.1	4.3	2.9	4.4	5.2	2.1	0.3
	(0.3)	(0.7)	(0.6)	(0.5)	(0.4)	(0.6)	(0.7)	(0.6)	(0.5)	(0.4)	(0.6)	(0.9)	(0.5)	(0.6)	(0.3)
In special education classes	16.3	9.0	18.7	14.9	15.9	16.9	13.3	15.6	19.1	17.7	13.9	13.4	6.2	25.9	56.2
	(1.3)	(2.0)	(2.6)	(2.0)	(1.7)	(2.1)	(2.5)	(2.3)	(2.2)	(1.8)	(2.5)	(3.2)	(0.9)	(3.3)	(5.3)
Number of respondents	881	173	257	370	508	372	198	293	390	509	212	150	525	210	109
Percentage taking English/language arts classes:															
As a whole	79.0	82.8	76.9	82.5	80.1	77.3	87.0	81.3	71.1	79.1	78.9	79.2	91.9	63.6	32.5
	(1.8)	(3.9)	(3.6)	(2.6)	(2.4)	(2.9)	(3.1)	(3.0)	(3.1)	(2.4)	(3.8)	(4.4)	(1.6)	(4.5)	(6.1)
In regular education classes	11.8	7.4	8.5	17.2	10.8	13.2	13.1	15.3	7.5	12.9	10.9	8.7	16.1	1.2	0.0
	(1.4)	(2.7)	(2.3)	(2.5)	(1.8)	(2.3)	(3.1)	(2.8)	(1.8)	(2.0)	(2.9)	(3.1)	(2.1)	(1.0)	(0.0)
In special education classes	71.7	75.9	70.8	73.7	72.5	70.5	79.5	72.2	65.8	71.2	71.9	74.4	82.2	63.0	32.5
	(2.0)	(4.4)	(3.8)	(3.0)	(2.6)	(3.1)	(3.7)	(3.4)	(3.2)	(2.6)	(4.1)	(4.8)	(2.2)	(4.5)	(6.1)
Number of respondents	882	173	257	370	508	373	198	293	391	510	212	150	525	210	110
Percentage taking mathematics classes:															
As a whole	69.3	72.4	69.6	70.3	69.5	68.8	85.9	73.9	53.3	72.9	64.5	61.8	78.9	62.2	24.4
	(2.1)	(4.6)	(3.9)	(3.1)	(2.7)	(3.2)	(3.2)	(3.4)	(3.4)	(2.6)	(4.4)	(5.3)	(2.3)	(4.5)	(5.6)
In regular education classes	9.5	7.5	6.2	13.5	10.9	7.5	13.5	11.9	4.4	10.7	10.3	3.5	13.5	2.4	0.0
	(1.3)	(2.7)	(2.0)	(2.3)	(1.8)	(1.8)	(3.1)	(2.5)	(1.4)	(1.8)	(2.8)	(2.0)	(2.0)	(1.4)	(0.0)
In special education classes	60.9	64.9	63.8	59.1	59.8	62.3	73.5	63.7	49.5	63.8	54.7	58.3	66.9	60.9	24.4
	(2.2)	(4.9)	(4.0)	(3.3)	(2.9)	(3.3)	(4.1)	(3.7)	(3.4)	(2.8)	(4.6)	(5.4)	(2.7)	(4.5)	(5.6)
Number of respondents	882	173	257	370	508	373	198	293	391	510	212	150	525	210	110

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH MENTAL RETARDATION IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Course Taking	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average percentage of class time spent in academic* subjects:									
As a whole	46.5	41.2	39.2	46.6	41.8	33.4	45.7	41.0	36.6
	(2.6)	(2.3)	(2.7)	(2.7)	(1.7)	(6.2)	(2.1)	(2.5)	(3.1)
In regular education classes	6.0	6.4	7.2	8.4	5.6	3.7	5.3	8.6	5.8
	(1.5)	(1.4)	(1.5)	(1.8)	(0.9)	(2.5)	(1.1)	(1.7)	(1.7)
In special education classes	40.5	34.8	32.0	38.2	36.2	29.7	40.3	32.4	30.8
	(2.6)	(2.2)	(2.6)	(2.8)	(1.7)	(6.1)	(2.1)	(2.3)	(3.0)
Number of respondents	169	194	189	155	436	29	263	196	134
Average percentage of class time spent in nonacademic* subjects:									
As a whole	18.7	21.7	24.8	17.6	22.3	26.0	18.7	20.4	27.8
	(2.8)	(2.7)	(3.1)	(2.7)	(2.0)	(7.3)	(2.2)	(2.8)	(3.8)
In regular education classes	4.9	5.0	3.2	4.2	4.3	3.5	4.5	4.5	3.4
	(0.8)	(0.7)	(0.7)	(0.8)	(0.5)	(2.1)	(0.6)	(0.8)	(0.7)
In special education classes	13.8	16.7	21.6	13.4	18.0	22.4	14.2	15.9	24.5
	(2.8)	(2.8)	(3.2)	(2.8)	(2.0)	(7.3)	(2.3)	(2.8)	(4.0)
Number of respondents	169	194	189	155	436	29	263	196	134
Percentage taking English/language arts classes:									
As a whole	81.8	78.7	73.0	80.6	77.8	65.5	79.3	79.2	72.7
	(3.9)	(3.9)	(4.3)	(4.2)	(2.7)	(11.5)	(3.3)	(3.9)	(5.2)
In regular education classes	9.1	11.6	12.7	14.2	9.3	9.0	8.2	13.1	13.7
	(2.9)	(3.0)	(3.2)	(3.7)	(1.9)	(6.9)	(2.2)	(3.2)	(4.0)
In special education classes	75.8	71.1	65.8	70.2	72.8	59.4	74.0	69.2	65.8
	(4.3)	(4.3)	(4.6)	(4.9)	(2.9)	(11.9)	(3.6)	(4.4)	(5.5)
Number of respondents	169	195	189	156	436	29	263	197	134
Percentage taking mathematics classes:									
As a whole	69.5	67.2	64.2	72.3	65.5	63.0	72.5	61.7	63.7
	(4.6)	(4.4)	(4.6)	(4.8)	(3.0)	(11.7)	(3.6)	(4.7)	(5.6)
In regular education classes	6.5	8.1	11.3	8.5	7.5	9.9	7.9	9.8	6.7
	(2.5)	(2.6)	(3.0)	(3.0)	(1.7)	(7.2)	(2.2)	(2.9)	(2.9)
In special education classes	63.0	61.7	54.3	64.9	59.2	53.1	65.9	52.3	59.2
	(4.8)	(4.6)	(4.8)	(5.1)	(3.2)	(12.1)	(3.9)	(4.8)	(5.7)
Number of respondents	169	195	189	156	436	29	263	197	134

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16A: COURSE-TAKING BY STUDENTS WITH MENTAL RETARDATION IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Course Taking	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage taking science classes:															
As a whole	40.8	37.0	37.0	48.4	41.2	40.5	61.7	45.8	21.7	46.6	31.4	30.2	54.5	18.6	4.4
	(2.2)	(5.0)	(4.1)	(3.4)	(2.9)	(3.4)	(4.5)	(3.8)	(2.8)	(2.9)	(4.3)	(5.0)	(2.9)	(3.6)	(2.7)
In regular education classes	9.6	6.9	4.1	15.5	10.5	8.2	13.2	11.9	4.9	11.4	4.8	8.2	14.1	1.2	0.0
	(1.3)	(2.6)	(1.7)	(2.4)	(1.8)	(1.9)	(3.1)	(2.5)	(1.5)	(1.9)	(2.0)	(3.0)	(2.0)	(1.0)	(0.0)
In special education classes	31.6	30.2	32.9	33.6	31.2	32.3	49.4	33.9	17.0	35.5	26.7	22.5	40.9	17.5	4.4
	(2.1)	(4.7)	(4.0)	(3.2)	(2.7)	(3.2)	(4.6)	(3.6)	(2.6)	(2.8)	(4.1)	(4.6)	(2.8)	(3.5)	(2.7)
Number of respondents	882	173	257	370	508	373	198	293	391	510	212	150	525	210	110
Percentage taking other academic* classes:															
As a whole	54.2	58.3	51.4	57.4	55.8	51.9	61.6	58.1	45.3	51.9	57.6	58.4	70.0	26.0	9.0
	(2.2)	(5.1)	(4.2)	(3.3)	(2.9)	(3.4)	(4.5)	(3.8)	(3.4)	(2.9)	(4.6)	(5.4)	(2.6)	(4.1)	(3.7)
In regular education classes	11.4	7.2	6.2	18.0	12.3	10.1	12.4	13.7	8.6	11.7	10.2	11.5	15.9	1.4	0.0
	(1.4)	(2.7)	(2.0)	(2.6)	(1.9)	(2.1)	(3.0)	(2.6)	(1.9)	(1.9)	(2.8)	(3.5)	(2.1)	(1.1)	(0.0)
In special education classes	43.6	51.8	46.4	40.3	44.6	42.4	49.7	45.0	38.1	40.6	48.6	47.9	55.4	24.6	9.0
	(2.2)	(5.2)	(4.2)	(3.3)	(2.9)	(3.4)	(4.6)	(3.8)	(3.3)	(2.9)	(4.6)	(5.5)	(2.9)	(4.0)	(3.7)
Number of respondents	882	173	257	370	508	373	198	293	391	510	212	150	525	210	110
Percentage taking nonacademic* classes:															
As a whole	85.3	77.0	89.7	86.4	85.3	85.4	93.6	87.1	77.9	90.3	78.1	75.0	83.3	87.6	91.7
	(1.6)	(4.3)	(2.6)	(2.3)	(2.1)	(2.4)	(2.3)	(2.6)	(2.8)	(1.7)	(3.8)	(4.7)	(2.1)	(3.1)	(3.6)
In regular education classes	50.7	38.8	56.1	57.6	51.0	50.2	66.0	54.4	36.6	53.6	45.1	46.1	66.5	24.8	8.8
	(2.2)	(5.0)	(4.2)	(3.3)	(2.9)	(3.4)	(4.4)	(3.8)	(3.3)	(2.9)	(4.6)	(5.5)	(2.7)	(4.0)	(3.7)
In special education classes	46.7	46.8	48.1	42.8	46.6	47.0	43.3	46.4	49.4	50.2	44.9	35.7	31.9	69.1	85.4
	(2.2)	(5.2)	(4.2)	(3.3)	(2.9)	(3.4)	(4.6)	(3.8)	(3.4)	(2.9)	(4.6)	(5.2)	(2.7)	(4.3)	(4.6)
Number of respondents	882	173	257	370	508	373	198	293	391	510	212	150	525	210	110
Percentage taking nonsubject-specific special education classes**	10.8	14.5	11.0	9.8	10.7	11.0	12.3	14.3	6.5	10.7	14.1	7.4	12.5	7.8	2.9
	(1.4)	(3.6)	(2.6)	(2.0)	(1.8)	(2.2)	(3.0)	(2.7)	(1.7)	(1.8)	(3.2)	(2.9)	(1.9)	(2.5)	(2.2)
Number of respondents	882	173	257	370	508	373	198	293	391	510	212	150	525	210	110

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH MENTAL RETARDATION IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Course Taking	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking science classes:									
As a whole	45.8	34.8	34.3	43.0	37.3	31.9	41.2	38.4	31.8
	(5.0)	(4.5)	(4.6)	(5.3)	(3.1)	(11.3)	(4.0)	(4.7)	(5.4)
In regular education classes	10.8	9.1	8.8	13.4	8.1	2.6	8.4	12.6	8.5
	(3.1)	(2.7)	(2.7)	(3.7)	(1.7)	(3.8)	(2.3)	(3.2)	(3.3)
In special education classes	35.0	26.3	26.2	29.5	29.7	29.4	32.8	26.4	24.0
	(4.8)	(4.1)	(4.2)	(4.9)	(2.9)	(11.0)	(3.8)	(4.2)	(5.0)
Number of respondents	169	195	189	156	436	29	263	197	134
Percentage taking other academic* classes:									
As a whole	55.0	54.9	48.3	54.6	53.3	38.7	54.6	52.8	47.0
	(5.0)	(4.7)	(4.8)	(5.3)	(3.2)	(11.8)	(4.0)	(4.8)	(5.8)
In regular education classes	9.4	12.0	11.8	13.2	10.7	2.8	9.8	12.5	12.0
	(2.9)	(3.1)	(3.1)	(3.6)	(2.0)	(4.0)	(2.4)	(3.2)	(3.8)
In special education classes	45.6	44.0	37.0	41.4	43.5	35.9	45.6	41.1	35.0
	(5.0)	(4.7)	(4.6)	(5.3)	(3.2)	(11.6)	(4.1)	(4.7)	(5.6)
Number of respondents	169	195	189	156	436	29	263	197	134
Percentage taking nonacademic* classes:									
As a whole	82.4	88.0	85.2	81.7	86.5	92.2	85.0	82.8	91.4
	(3.8)	(3.1)	(3.4)	(4.1)	(2.2)	(6.5)	(2.9)	(3.6)	(3.3)
In regular education classes	51.1	53.6	40.5	50.6	48.6	34.4	50.6	48.3	43.2
	(5.0)	(4.7)	(4.7)	(5.4)	(3.2)	(11.5)	(4.1)	(4.8)	(5.8)
In special education classes	41.9	46.2	58.7	41.3	50.7	69.4	45.2	46.6	60.7
	(4.9)	(4.7)	(4.7)	(5.3)	(3.2)	(11.1)	(4.0)	(4.8)	(5.7)
Number of respondents	169	195	189	156	436	29	263	197	134
Percentage taking nonsubject-specific special education classes**	13.4	7.0	10.1	11.5	11.4	10.5	10.6	8.9	12.4
	(3.4)	(2.4)	(2.9)	(3.4)	(2.0)	(7.4)	(2.5)	(2.7)	(3.8)
Number of respondents	169	195	189	156	436	29	263	197	134

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MENTAL RETARDATION IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Vocational Education Courses	Total	Community			Gender		Age in 1987			School Status			Severity		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage enrolled in:															
Any vocational education	66.7 (1.9)	69.7 (4.1)	75.6 (3.3)	70.2 (2.9)	67.7 (2.5)	65.5 (2.9)	59.0 (4.0)	69.4 (3.2)	69.7 (2.8)	67.0 (2.5)	68.2 (3.8)	63.6 (4.7)	70.2 (2.4)	66.5 (3.9)	47.4 (5.8)
Occupationally-oriented vocational education	44.4 (2.0)	43.9 (4.5)	51.0 (3.9)	48.2 (3.1)	50.1 (2.7)	36.7 (3.0)	37.0 (3.9)	46.7 (3.5)	47.6 (3.0)	45.0 (2.6)	48.0 (4.1)	37.5 (4.7)	49.6 (2.6)	38.4 (4.0)	26.4 (5.1)
Home economics-oriented vocational education	38.6 (2.2)	41.2 (5.1)	34.5 (4.0)	38.4 (3.3)	29.7 (2.7)	51.1 (3.5)	40.2 (4.5)	37.6 (3.7)	38.5 (3.3)	40.6 (2.9)	34.4 (4.4)	36.5 (5.3)	34.3 (2.7)	51.3 (4.7)	38.5 (6.3)
Other vocational education*	24.8 (1.7)	32.6 (4.2)	33.2 (3.7)	18.8 (2.5)	23.8 (2.3)	26.2 (2.7)	17.9 (3.1)	23.5 (3.0)	31.1 (2.8)	23.9 (2.2)	28.7 (3.7)	24.0 (4.2)	21.6 (2.1)	34.9 (3.9)	25.4 (5.0)
Number of respondents	882	173	257	370	508	373	198	293	391	510	212	150	525	210	110
Average hours per week in:															
Any vocational education	6.0 (0.3)	6.9 (0.7)	6.8 (0.5)	5.8 (0.4)	6.0 (0.4)	5.9 (0.4)	3.9 (0.4)	5.8 (0.4)	7.7 (0.5)	5.6 (0.3)	7.1 (0.7)	6.0 (0.7)	5.9 (0.3)	7.1 (0.7)	4.9 (0.9)
Occupationally-oriented vocational education	2.9 (0.2)	3.0 (0.5)	3.3 (0.4)	3.2 (0.3)	3.3 (0.3)	2.4 (0.3)	1.9 (0.3)	3.0 (0.3)	3.6 (0.3)	2.7 (0.2)	3.7 (0.5)	2.6 (0.5)	3.4 (0.3)	2.1 (0.4)	1.8 (0.5)
Home economics-oriented vocational education	2.0 (0.1)	1.9 (0.3)	1.8 (0.3)	1.9 (0.2)	1.5 (0.2)	2.6 (0.2)	1.7 (0.3)	1.9 (0.2)	2.2 (0.3)	2.1 (0.2)	1.6 (0.3)	2.1 (0.4)	1.4 (0.1)	3.3 (0.4)	2.6 (0.6)
Other vocational education*	1.6 (0.2)	2.5 (0.5)	2.0 (0.3)	1.1 (0.2)	1.6 (0.2)	1.6 (0.2)	0.8 (0.2)	1.3 (0.2)	2.4 (0.3)	1.3 (0.2)	2.1 (0.5)	2.0 (0.4)	1.4 (0.2)	2.5 (0.5)	1.3 (0.4)
Number of respondents	882	173	257	370	508	373	198	293	391	510	212	150	525	210	110

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* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MENTAL RETARDATION IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage enrolled in:									
Any vocational education	59.6	68.0	66.7	57.1	66.7	64.8	60.1	65.7	71.0
	(4.3)	(3.9)	(3.9)	(4.3)	(2.7)	(10.0)	(3.4)	(4.0)	(4.7)
Occupationally-oriented vocational education	42.4	47.7	46.8	37.0	47.0	40.6	41.7	46.1	51.7
	(4.3)	(4.2)	(4.2)	(4.2)	(2.8)	(10.4)	(3.5)	(4.1)	(5.2)
Home economics-oriented vocational education	34.6	38.9	37.9	32.4	39.5	43.5	33.8	41.9	39.3
	(4.8)	(4.6)	(4.6)	(5.0)	(3.1)	(12.0)	(3.9)	(4.8)	(5.7)
Other vocational education*	19.1	31.3	25.9	24.8	24.0	31.4	22.8	26.7	32.7
	(3.4)	(3.9)	(3.7)	(3.8)	(2.4)	(9.9)	(2.9)	(3.7)	(4.9)
Number of respondents	169	195	189	156	436	29	263	197	134
Average hours per week in:									
Any vocational education	5.3	6.3	6.2	4.8	6.1	7.0	5.3	6.6	6.2
	(0.6)	(0.5)	(0.6)	(0.6)	(0.4)	(1.6)	(0.5)	(0.6)	(0.7)
Occupationally-oriented vocational education	2.6	2.9	3.0	2.3	3.0	2.7	2.6	3.1	3.0
	(0.4)	(0.4)	(0.4)	(0.4)	(0.3)	(1.1)	(0.3)	(0.4)	(0.5)
Home economics-oriented vocational education	1.7	2.0	2.0	1.4	2.2	2.4	1.7	2.4	2.0
	(0.3)	(0.3)	(0.3)	(0.3)	(0.2)	(0.9)	(0.2)	(0.4)	(0.4)
Other vocational education*	1.5	1.8	1.7	1.6	1.4	2.3	1.5	1.8	1.7
	(0.4)	(0.3)	(0.3)	(0.3)	(0.2)	(1.1)	(0.3)	(0.3)	(0.4)
Number of respondents	169	195	189	156	436	29	263	197	134

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* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MENTAL RETARDATION IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

		Community			Gender		Age in 1987			School Status			Severity		
Vocational Education Courses	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in any vocational education courses in grades:															
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	84.7	92.0	82.3	82.8	86.4	82.5	80.9	88.1	80.3	85.6	84.3	73.6	84.7	86.7	---
	(2.9)	(4.8)	(5.9)	(4.4)	(3.7)	(4.6)	(5.3)	(3.5)	(9.5)	(3.2)	(8.4)	(13.3)	(3.4)	(7.2)	
11 or 12	89.0	87.7	92.4	87.3	89.7	88.5	---	83.2	91.5	93.5	86.5	86.9	89.5	91.9	81.2
	(2.3)	(5.6)	(3.5)	(3.6)	(2.9)	(3.9)		(5.2)	(2.5)	(3.1)	(4.2)	(4.8)	(2.6)	(5.0)	(12.6)
Ungraded programs	66.3	80.4	73.1	59.6	63.6	70.8	62.7	63.0	69.8	66.2	68.6	68.3	74.9	71.6	54.0
	(4.0)	(7.7)	(7.1)	(7.3)	(5.6)	(5.7)	(9.5)	(8.3)	(5.2)	(5.3)	(7.6)	(10.8)	(8.4)	(5.7)	(7.5)
Number of respondents	920	190	266	379	528	389	207	302	411	522	231	156	549	219	115
Average hours per week in any vocational education in grades:															
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	6.1	5.8	6.4	6.1	6.1	6.1	5.4	6.6	6.1	6.3	5.0	6.4	6.0	8.1	---
	(0.4)	(0.6)	(0.7)	(0.7)	(0.6)	(0.5)	(0.6)	(0.6)	(1.3)	(0.4)	(0.9)	(2.2)	(0.4)	(1.4)	
11 or 12	9.7	12.1	9.0	8.8	9.7	9.7	---	8.5	10.2	9.8	10.1	8.8	9.5	11.3	8.7
	(0.5)	(1.6)	(0.9)	(0.7)	(0.7)	(0.9)		(0.9)	(0.7)	(0.8)	(1.0)	(1.0)	(0.6)	(1.8)	(2.6)
Ungraded programs	7.2	10.9	7.7	5.5	6.5	8.2	6.4	5.6	8.5	7.1	8.0	7.3	7.0	7.9	6.4
	(0.7)	(1.8)	(1.2)	(1.0)	(0.8)	(1.1)	(1.5)	(1.2)	(0.9)	(0.8)	(1.4)	(1.7)	(1.5)	(0.9)	(1.2)
Number of respondents	913	186	265	378	525	385	207	301	405	522	226	154	545	217	114
Percentage in occupationally-oriented vocational education courses in grades:															
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	57.1	48.6	58.0	63.1	67.4	44.0	51.8	60.4	58.7	58.9	47.7	48.9	59.1	53.4	---
	(4.0)	(8.8)	(7.6)	(5.6)	(5.1)	(6.0)	(6.7)	(5.3)	(12.0)	(4.4)	(11.5)	(15.5)	(4.6)	(10.6)	
11 or 12	59.6	52.1	58.2	63.1	65.6	49.6	100	52.9	62.1	64.1	62.5	49.6	63.6	51.5	21.6
	(3.7)	(8.6)	(6.5)	(5.3)	(4.5)	(6.1)	(0.0)	(6.9)	(4.3)	(6.1)	(5.9)	(7.2)	(4.1)	(9.1)	(13.2)
Ungraded programs	40.3	66.7	42.9	30.9	37.2	45.1	27.4	43.8	43.9	37.9	54.0	30.8	56.2	38.4	33.3
	(4.2)	(9.2)	(8.2)	(6.9)	(5.6)	(6.4)	(8.8)	(8.5)	(5.7)	(5.5)	(8.2)	(11.1)	(9.6)	(6.2)	(7.2)
Number of respondents	909	187	261	376	522	384	206	301	402	517	229	152	544	216	112

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MENTAL RETARDATION IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in any vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	79.8	86.5	86.9	87.4	83.3	---	81.8	84.3	97.7
	(7.2)	(6.5)	(6.0)	(6.1)	(4.7)		(5.4)	(6.9)	(3.7)
11 or 12	89.1	87.6	92.5	83.7	90.7	---	87.7	93.7	85.4
	(5.2)	(5.0)	(4.2)	(6.5)	(3.1)		(4.7)	(3.6)	(7.1)
Ungraded programs	59.9	75.8	70.5	72.7	71.1	---	67.8	72.5	77.0
	(10.2)	(7.2)	(7.8)	(9.4)	(5.2)		(7.4)	(8.3)	(7.8)
Number of respondents	173	199	195	163	448	28	270	201	139
Average hours per week in any vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	5.4	6.9	6.3	6.0	6.5	---	5.8	6.7	7.4
	(1.0)	(0.8)	(0.9)	(0.8)	(0.7)		(0.6)	(1.2)	(1.1)
11 or 12	10.0	9.2	10.2	8.3	9.6	---	9.4	10.8	8.5
	(1.3)	(0.9)	(1.1)	(1.1)	(0.7)		(1.0)	(1.0)	(1.4)
Ungraded programs	7.3	8.0	7.3	9.8	6.7	---	8.0	8.3	7.5
	(1.7)	(1.1)	(1.3)	(1.9)	(0.8)		(1.4)	(1.4)	(1.2)
Number of respondents	173	198	192	161	445	28	269	199	137
Percentage in occupationally-oriented vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	52.4	67.8	59.9	52.6	61.7	---	54.1	65.3	63.5
	(8.9)	(8.9)	(8.7)	(9.1)	(6.1)		(6.9)	(9.0)	(11.9)
11 or 12	56.9	63.0	74.4	48.2	68.3	---	59.4	64.2	73.9
	(8.2)	(7.3)	(7.0)	(8.9)	(4.9)		(7.0)	(7.0)	(8.9)
Ungraded programs	49.8	44.6	34.9	53.6	36.9	---	47.8	33.6	51.3
	(10.6)	(8.5)	(8.2)	(10.5)	(5.6)		(8.1)	(8.9)	(9.4)
Number of respondents	171	196	194	161	443	27	266	200	137

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MENTAL RETARDATION IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

		Community			Gender		Age in 1987			School Status			Severity		
Vocational Education Courses	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Average hours per week in occupationally-oriented vocational education in grades:															
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	2.9	2.0	2.8	3.3	3.4	2.3	2.6	3.1	2.9	2.9	2.2	3.4	3.3	1.9	---
	(0.3)	(0.6)	(0.6)	(0.5)	(0.4)	(0.5)	(0.5)	(0.4)	(1.1)	(0.3)	(0.8)	(1.7)	(0.4)	(0.6)	
11 or 12	3.7	2.3	3.3	4.6	4.3	2.9	---	3.3	3.9	3.7	4.2	3.1	4.3	2.3	0.3
	(0.4)	(0.8)	(0.7)	(0.6)	(0.5)	(0.7)		(0.7)	(0.5)	(0.7)	(0.8)	(0.6)	(0.5)	(0.7)	(0.5)
Ungraded programs	1.8	4.8	1.3	0.8	1.5	2.1	1.4	1.3	2.2	1.7	2.5	1.2	2.7	1.4	1.6
	(0.4)	(1.5)	(0.6)	(0.3)	(0.5)	(0.6)	(1.1)	(0.4)	(0.6)	(0.5)	(0.7)	(0.8)	(1.0)	(0.6)	(0.6)
Number of respondents	889	182	256	371	512	374	202	294	393	505	226	147	536	209	109
Percentage in vocational education courses in:															
Regular education classes	35.9	23.3	36.9	44.4	40.7	29.1	34.1	38.1	35.0	34.0	36.9	41.5	49.5	12.1	3.9
	(2.1)	(4.4)	(4.1)	(3.4)	(2.9)	(3.1)	(4.4)	(3.7)	(3.2)	(2.8)	(4.4)	(5.4)	(2.9)	(3.0)	(2.5)
Special education classes	41.3	63.6	47.8	26.6	40.1	42.8	31.6	38.2	50.9	41.8	46.2	34.4	34.4	62.4	42.6
	(2.2)	(5.0)	(4.2)	(3.0)	(2.9)	(3.4)	(4.3)	(3.7)	(3.4)	(2.9)	(4.6)	(5.2)	(2.7)	(4.5)	(6.4)
Number of respondents	882	173	257	370	508	373	198	293	391	510	212	150	525	210	110
Average hours per week in vocational education courses in:*															
Regular education classes	4.3	2.3	4.0	5.8	4.5	4.1	3.9	4.6	4.3	4.0	4.7	5.1	5.8	1.4	0.4
	(0.3)	(0.5)	(0.5)	(0.4)	(0.3)	(0.4)	(0.4)	(0.4)	(0.4)	(0.3)	(0.6)	(0.7)	(0.3)	(0.4)	(0.3)
Special education classes	6.1	9.4	6.0	4.1	5.9	6.4	4.5	5.1	8.0	5.8	7.1	6.1	4.3	10.4	10.7
	(0.4)	(1.0)	(0.6)	(0.5)	(0.5)	(0.6)	(0.6)	(0.6)	(0.6)	(0.4)	(0.9)	(0.9)	(0.4)	(0.9)	(1.4)
Number of respondents	716	153	216	295	412	303	147	239	330	411	176	122	456	168	62

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* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MENTAL RETARDATION IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours per week in occupationally-oriented vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	2.2	2.9	4.2	3.0	2.8	---	2.8	2.9	2.8
	(0.5)	(0.7)	(0.9)	(0.7)	(0.5)		(0.5)	(0.7)	(1.0)
11 or 12	3.6	3.7	3.8	2.2	4.3	---	3.7	3.9	3.2
	(0.9)	(0.8)	(0.8)	(0.7)	(0.6)		(0.7)	(0.8)	(1.1)
Ungraded programs	3.5	1.5	1.0	2.6	1.2	---	2.7	1.9	1.3
	(1.5)	(0.7)	(0.5)	(1.4)	(0.4)		(1.0)	(0.9)	(0.5)
Number of respondents	167	195	185	159	431	26	261	194	132
Percentage in vocational education courses in:									
Regular education classes	35.5	36.4	30.6	32.8	34.8	22.4	34.5	35.3	28.9
	(4.8)	(4.5)	(4.4)	(5.0)	(3.1)	(10.1)	(3.9)	(4.6)	(5.3)
Special education classes	40.9	48.0	46.3	46.7	42.4	66.4	43.6	49.4	51.8
	(4.9)	(4.7)	(4.8)	(5.3)	(3.2)	(11.4)	(4.0)	(4.8)	(5.8)
Number of respondents	169	195	189	156	436	29	263	197	134
Average hours per week in vocational education courses in:*									
Regular education classes	3.7	4.3	4.0	3.5	4.3	2.1	4.1	3.9	3.3
	(0.5)	(0.5)	(0.6)	(0.5)	(0.4)	(1.1)	(0.5)	(0.6)	(0.6)
Special education classes	6.5	6.3	7.0	6.4	6.3	9.7	6.2	7.7	6.8
	(0.9)	(0.8)	(0.8)	(0.9)	(0.5)	(2.2)	(0.7)	(0.8)	(1.0)
Number of respondents	131	164	154	132	352	23	205	165	114

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* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MENTAL RETARDATION IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Vocational Education Courses	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage of vocational education students studying:															
Prevocational skills	31.8	40.9	28.8	27.1	27.8	38.4	35.4	29.0	32.3	32.4	31.4	31.5	26.1	46.5	42.5
	(2.5)	(5.7)	(4.4)	(3.7)	(3.1)	(4.2)	(5.8)	(4.2)	(3.6)	(3.3)	(4.9)	(6.1)	(2.9)	(5.6)	(9.3)
Agriculture	11.6	6.3	11.0	16.3	14.4	7.0	10.7	13.4	10.4	12.9	9.5	10.1	10.2	15.8	13.8
	(1.7)	(2.8)	(3.0)	(3.1)	(2.4)	(2.2)	(3.7)	(3.1)	(2.4)	(2.4)	(3.1)	(4.0)	(2.0)	(4.1)	(6.5)
Distributive education	1.3	1.9	0.9	1.3	1.2	1.3	1.1	1.5	1.1	1.4	0.5	1.5	1.5	0.0	0.0
	(0.6)	(1.6)	(0.9)	(1.0)	(0.8)	(1.0)	(1.2)	(1.1)	(0.8)	(0.8)	(0.7)	(1.6)	(0.8)	(0.0)	(0.0)
Health occupations	1.9	2.8	1.0	1.8	0.5	4.0	0.0	1.3	3.3	0.9	3.6	2.0	2.0	1.8	0.0
	(0.7)	(1.9)	(1.0)	(1.1)	(0.5)	(1.7)	(0.0)	(1.1)	(1.4)	(0.7)	(2.0)	(1.8)	(0.9)	(1.5)	(0.0)
Office occupations	10.6	4.1	14.2	13.8	6.7	17.0	8.6	11.4	11.1	9.8	12.0	12.1	12.3	8.0	0.0
	(1.7)	(2.3)	(3.4)	(2.9)	(1.7)	(3.2)	(3.4)	(2.9)	(2.4)	(2.1)	(3.4)	(4.3)	(2.2)	(3.0)	(0.0)
Machine/auto/motor repair	9.2	9.3	6.6	11.1	14.6	0.5	8.1	8.1	10.6	8.9	8.7	11.5	12.0	2.9	7.4
	(1.5)	(3.4)	(2.4)	(2.6)	(2.4)	(0.6)	(3.3)	(2.5)	(2.4)	(2.0)	(3.0)	(4.2)	(2.2)	(1.9)	(5.0)
Construction trades	21.2	20.1	16.9	26.5	28.8	8.6	30.1	20.0	17.5	22.2	20.6	18.1	25.2	14.8	10.8
	(2.2)	(4.7)	(3.6)	(3.7)	(3.1)	(2.4)	(5.6)	(3.7)	(3.0)	(2.9)	(4.3)	(5.1)	(2.9)	(4.0)	(5.9)
Electronics/communications	1.9	0.5	3.5	2.0	2.5	1.1	1.8	3.0	1.1	1.1	4.8	1.0	2.3	0.0	5.1
	(0.7)	(0.8)	(1.8)	(1.2)	(1.1)	(0.9)	(1.6)	(1.6)	(0.8)	(0.7)	(2.2)	(1.3)	(1.0)	(0.0)	(4.2)
Manufacturing/industrial arts	7.3	6.0	7.2	7.8	8.8	4.9	13.5	7.2	4.2	9.8	2.5	5.5	7.2	7.2	9.3
	(1.4)	(2.8)	(2.5)	(2.2)	(2.0)	(1.8)	(4.1)	(2.4)	(1.6)	(2.1)	(1.7)	(3.0)	(1.7)	(2.9)	(5.5)
Painting/decorating/graphic art/ commercial art/drafting	3.2	3.2	2.7	3.7	3.9	1.9	2.8	3.6	2.9	3.3	2.8	3.2	2.9	1.8	5.3
	(0.9)	(2.0)	(1.6)	(1.6)	(1.3)	(1.2)	(2.0)	(1.7)	(1.3)	(1.3)	(1.7)	(2.3)	(1.1)	(1.5)	(4.2)
Food service	14.5	13.6	19.2	10.4	11.3	19.7	10.0	17.4	14.3	15.0	14.9	11.0	14.1	15.6	12.4
	(1.9)	(4.0)	(3.8)	(2.6)	(2.2)	(3.4)	(3.6)	(3.5)	(2.7)	(2.5)	(3.7)	(4.1)	(2.3)	(4.1)	(6.2)
Personal services	3.6	5.5	1.8	4.0	1.8	6.5	4.9	2.6	3.7	3.7	4.6	1.8	2.3	3.0	18.4
	(1.0)	(2.6)	(1.3)	(1.6)	(0.9)	(2.1)	(2.6)	(1.5)	(1.5)	(1.3)	(2.2)	(1.7)	(1.0)	(1.9)	(7.3)
Custodial services	8.1	9.1	12.1	4.7	8.9	6.9	7.1	5.6	10.7	7.3	10.8	7.4	4.9	14.3	22.1
	(1.5)	(3.3)	(3.2)	(1.8)	(2.0)	(2.2)	(3.1)	(2.1)	(2.4)	(1.8)	(3.3)	(3.4)	(1.4)	(3.9)	(7.8)
On-the-job/work experience	13.7	17.4	16.4	10.4	12.8	14.9	5.1	12.3	19.4	11.9	14.8	19.4	14.0	14.2	16.0
	(1.8)	(4.4)	(3.6)	(2.6)	(2.3)	(3.0)	(2.7)	(3.0)	(3.1)	(2.3)	(3.7)	(5.2)	(2.3)	(3.9)	(6.9)
Other	9.5	15.8	14.1	1.6	8.0	12.0	9.5	10.5	8.7	10.0	11.1	5.6	7.3	13.6	16.1
	(1.6)	(4.2)	(3.4)	(1.0)	(1.9)	(2.8)	(3.6)	(2.8)	(2.2)	(2.1)	(3.3)	(3.0)	(1.7)	(3.8)	(6.9)
Number of respondents	623	138	195	242	376	246	115	204	304	346	165	107	396	147	54

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MENTAL RETARDATION IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of vocational education students studying:									
Prevocational skills	26.5	35.7	33.4	38.0	28.2	38.0	30.9	32.6	32.8
	(5.4)	(5.2)	(5.2)	(6.0)	(3.4)	(13.8)	(4.5)	(5.1)	(6.2)
Agriculture	11.6	11.7	9.5	10.5	10.6	16.6	14.6	6.7	10.8
	(3.9)	(3.5)	(3.2)	(3.8)	(2.4)	(10.6)	(3.5)	(2.7)	(4.1)
Distributive education	2.7	1.7	0.7	1.1	2.0	0.0	2.3	1.6	0.0
	(2.0)	(1.4)	(0.9)	(1.3)	(1.1)	(0.0)	(1.5)	(1.4)	(0.0)
Health occupations	1.5	2.0	1.5	2.9	1.2	0.0	2.1	1.1	2.3
	(1.5)	(1.5)	(1.3)	(2.1)	(0.8)	(0.0)	(1.4)	(1.1)	(2.0)
Office occupations	7.2	16.3	12.4	7.3	13.9	8.3	8.0	12.0	24.4
	(3.2)	(4.0)	(3.7)	(3.2)	(2.6)	(7.8)	(2.7)	(3.6)	(5.7)
Machine/auto/motor repair	13.0	7.6	9.6	8.6	12.0	2.7	11.5	12.3	2.4
	(4.1)	(2.9)	(3.3)	(3.5)	(2.5)	(4.6)	(3.1)	(3.6)	(2.0)
Construction trades	25.0	18.4	16.7	21.8	19.5	29.2	24.7	14.5	15.5
	(5.3)	(4.2)	(4.1)	(5.1)	(3.0)	(12.9)	(4.2)	(3.8)	(4.8)
Electronics/communications	0.0	1.4	1.9	0.0	1.7	0.0	1.7	0.0	0.4
	(0.0)	(1.3)	(1.5)	(0.0)	(1.0)	(0.0)	(1.3)	(0.0)	(0.8)
Manufacturing/industrial arts	7.9	9.9	7.5	5.1	7.1	14.3	4.4	10.0	11.0
	(3.3)	(3.2)	(2.9)	(2.7)	(2.0)	(10.0)	(2.0)	(3.3)	(4.1)
Painting/decorating/graphic art/ commercial art/drafting	2.9	3.8	3.7	3.0	4.2	0.0	4.1	4.6	0.9
	(2.1)	(2.1)	(2.1)	(2.1)	(1.5)	(0.0)	(1.9)	(2.3)	(1.2)
Food service	9.5	14.1	17.4	10.1	15.8	9.9	10.6	17.1	17.6
	(3.6)	(3.8)	(4.2)	(3.7)	(2.8)	(8.5)	(3.0)	(4.1)	(5.0)
Personal services	6.6	0.4	3.4	2.5	3.1	6.6	4.7	2.6	0.8
	(3.0)	(0.7)	(2.0)	(1.9)	(1.3)	(7.1)	(2.1)	(1.7)	(1.1)
Custodial services	6.3	8.3	17.1	4.3	10.7	5.0	3.7	12.7	18.3
	(3.0)	(3.0)	(4.2)	(2.5)	(2.4)	(6.2)	(1.8)	(3.6)	(5.1)
On-the-job/work experience	16.4	15.6	11.3	15.0	15.2	8.4	14.3	16.1	14.5
	(4.5)	(3.9)	(3.5)	(4.4)	(2.7)	(7.9)	(3.4)	(4.0)	(4.7)
Other	7.3	14.4	10.0	13.6	8.6	14.5	11.4	7.7	15.4
	(3.2)	(3.8)	(3.3)	(4.2)	(2.1)	(10.0)	(3.1)	(2.9)	(4.8)
Number of respondents	114	149	143	118	311	21	183	153	105

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Services/Programs	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in schools with:*															
Chapter 1/Title 1	48.7	45.0	46.1	52.9	48.9	48.4	52.8	48.3	46.1	47.9	48.7	55.4	52.3	40.8	45.0
	(2.2)	(4.8)	(3.9)	(3.2)	(2.8)	(3.3)	(4.4)	(3.7)	(3.3)	(2.7)	(4.4)	(5.8)	(2.8)	(4.3)	(6.2)
Bilingual education	29.3	53.6	37.0	13.5	29.0	29.5	29.6	27.8	30.5	29.0	29.9	28.9	31.8	27.1	20.2
	(2.0)	(4.8)	(3.8)	(2.2)	(2.6)	(3.0)	(4.0)	(3.3)	(3.1)	(2.5)	(4.0)	(5.3)	(2.6)	(3.9)	(5.0)
State compensatory programs	51.8	56.3	37.2	60.9	51.6	52.3	51.3	52.8	51.2	50.4	57.0	50.7	57.3	47.7	32.3
	(2.2)	(4.8)	(3.8)	(3.1)	(2.8)	(3.3)	(4.4)	(3.7)	(3.3)	(2.7)	(4.4)	(5.8)	(2.8)	(4.4)	(5.8)
None of these	82.1	68.4	82.9	89.6	82.3	82.4	76.6	83.7	84.7	80.1	82.3	91.4	84.0	76.5	83.7
	(1.7)	(4.5)	(3.0)	(1.9)	(2.2)	(2.5)	(3.7)	(2.7)	(2.4)	(2.2)	(3.4)	(3.3)	(2.0)	(3.7)	(4.6)
Number of respondents	947	201	295	421	542	402	218	318	411	577	230	132	559	237	117
Percentage in schools that made available to secondary special education students:															
Life skills programs	96.2	96.3	97.4	95.2	95.9	96.6	96.5	94.7	97.4	97.5	93.7	94.4	94.4	99.2	99.2
	(0.9)	(1.9)	(1.4)	(1.5)	(1.2)	(1.3)	(1.8)	(1.8)	(1.1)	(0.9)	(2.3)	(2.9)	(1.4)	(0.8)	(1.2)
Vocational assessment/ counseling	91.9	90.9	93.3	91.9	91.8	92.1	86.9	93.5	94.0	92.6	92.1	89.0	93.7	92.2	83.1
	(1.3)	(3.0)	(2.1)	(1.9)	(1.7)	(1.9)	(3.2)	(2.0)	(1.7)	(1.6)	(2.5)	(3.9)	(1.5)	(2.5)	(5.2)
Work adjustment training	88.7	96.6	85.0	86.5	88.5	89.1	86.3	88.4	90.6	88.5	90.0	87.6	87.7	91.0	89.2
	(1.5)	(1.9)	(3.1)	(2.3)	(2.0)	(2.3)	(3.3)	(2.6)	(2.1)	(1.9)	(2.8)	(4.2)	(2.0)	(2.7)	(4.3)
Work exploration/experience	63.6	68.8	78.8	51.1	62.1	65.6	53.3	67.3	67.2	63.5	63.3	63.9	59.4	71.1	75.2
	(2.3)	(4.8)	(3.5)	(3.4)	(3.0)	(3.4)	(4.8)	(3.8)	(3.4)	(2.9)	(4.5)	(6.0)	(3.0)	(4.3)	(6.0)
Specific job skills training	73.3	80.5	70.9	71.4	75.6	70.2	69.9	76.3	72.9	74.3	69.5	76.5	76.9	69.2	65.1
	(2.1)	(4.1)	(3.9)	(3.1)	(2.7)	(3.3)	(4.4)	(3.4)	(3.2)	(2.6)	(4.3)	(5.3)	(2.5)	(4.4)	(6.7)
Job development/placement services	65.1	70.7	70.5	58.6	65.6	64.5	55.3	66.3	70.9	63.9	70.8	60.0	62.8	68.9	70.4
	(2.2)	(4.7)	(3.9)	(3.4)	(3.0)	(3.5)	(4.8)	(3.8)	(3.3)	(2.9)	(4.2)	(6.2)	(2.9)	(4.4)	(6.3)
Postemployment services	37.7	54.0	50.0	21.9	38.0	37.1	32.3	36.8	42.3	37.3	37.7	38.3	36.6	39.0	39.0
	(2.3)	(5.1)	(4.3)	(2.8)	(3.0)	(3.5)	(4.5)	(3.9)	(3.6)	(2.9)	(4.6)	(6.1)	(2.9)	(4.7)	(6.8)
None of these	1.0	0.3	0.0	1.9	1.0	0.9	1.3	1.5	0.2	0.7	1.6	1.0	1.4	0.3	0.0
	(0.5)	(0.6)	(0.0)	(0.9)	(0.6)	(0.7)	(1.1)	(1.0)	(0.3)	(0.5)	(1.2)	(1.3)	(0.7)	(0.5)	(0.0)
Number of respondents	792	170	243	355	454	334	179	260	350	469	205	110	467	197	93

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* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Services/Programs	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with:*									
Chapter 1/Title 1	45.5	50.6	47.5	44.9	49.5	38.2	48.2	49.6	43.8
	(4.8)	(4.4)	(4.3)	(4.9)	(3.0)	(11.3)	(3.9)	(4.3)	(5.4)
Bilingual education	35.9	26.8	32.8	31.5	28.5	59.6	30.6	33.3	34.9
	(4.7)	(3.9)	(4.0)	(4.6)	(2.7)	(11.4)	(3.6)	(4.1)	(5.1)
State compensatory programs	54.8	53.1	46.0	55.1	48.5	42.8	53.4	50.6	41.3
	(4.8)	(4.4)	(4.3)	(4.9)	(3.0)	(11.5)	(3.9)	(4.3)	(5.3)
None of these	74.6	78.2	82.6	71.9	83.0	77.5	81.0	79.7	67.0
	(4.2)	(3.6)	(3.3)	(4.5)	(2.2)	(9.7)	(3.0)	(3.5)	(5.1)
Number of respondents	180	221	235	181	503	32	289	244	156
Percentage in schools that made available to secondary special education students:									
Life skills programs	98.2	95.7	94.2	98.4	96.1	92.3	95.9	97.6	95.3
	(1.4)	(2.0)	(2.2)	(1.4)	(1.2)	(6.6)	(1.7)	(1.4)	(2.5)
Vocational assessment/ counseling	92.7	91.2	91.7	92.5	91.7	84.1	91.5	93.2	90.5
	(2.7)	(2.8)	(2.5)	(2.9)	(1.8)	(8.9)	(2.3)	(2.3)	(3.4)
Work adjustment training	90.0	89.8	90.1	90.1	89.3	92.7	88.9	90.6	89.8
	(3.1)	(2.9)	(2.8)	(3.3)	(2.0)	(6.5)	(2.6)	(2.7)	(3.5)
Work exploration/experience	59.0	64.6	75.8	62.1	64.6	79.6	57.8	72.4	71.6
	(5.1)	(4.7)	(3.9)	(5.3)	(3.1)	(9.8)	(4.2)	(4.2)	(5.2)
Specific job skills training	71.6	73.5	71.6	75.7	73.7	76.1	75.6	71.4	70.5
	(4.7)	(4.3)	(4.2)	(4.7)	(2.8)	(10.4)	(3.6)	(4.2)	(5.3)
Job development/placement services	65.0	66.6	74.2	63.9	67.9	80.1	64.2	68.7	74.1
	(4.9)	(4.6)	(4.0)	(5.2)	(3.0)	(9.7)	(4.0)	(4.4)	(5.0)
Postemployment services	33.7	37.4	49.6	39.4	37.4	61.8	35.2	41.1	45.9
	(4.9)	(4.7)	(4.6)	(5.4)	(3.1)	(11.9)	(4.0)	(4.6)	(5.8)
None of these	0.6	1.2	1.3	0.4	0.9	3.1	1.4	0.5	0.5
	(0.8)	(1.1)	(1.1)	(0.7)	(0.6)	(4.2)	(1.0)	(0.7)	(0.8)
Number of respondents	155	180	203	146	435	28	242	205	136

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* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

Services/Programs	Total	Community			Gender		Age in 1987			School Status			Severity		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in schools that usually provided when needed:*															
Speech/language therapy	96.0	97.8	93.9	96.0	96.1	95.8	94.0	94.9	98.3	96.1	96.4	94.4	94.7	96.9	99.3
	(0.9)	(1.5)	(2.1)	(1.4)	(1.2)	(1.5)	(2.3)	(1.8)	(0.9)	(1.2)	(1.8)	(3.0)	(1.4)	(1.7)	(1.2)
Physical therapy	65.8	56.2	68.7	67.3	65.1	66.8	67.0	65.3	65.4	70.5	58.1	55.4	56.2	76.0	84.7
	(2.7)	(6.0)	(4.6)	(4.2)	(3.6)	(4.1)	(5.4)	(4.9)	(4.1)	(3.3)	(5.8)	(7.7)	(3.9)	(4.7)	(5.3)
Occupational therapy	67.2	59.9	70.2	67.9	64.5	70.6	66.1	65.7	69.4	70.9	62.4	56.0	57.6	78.0	85.1
	(2.6)	(5.9)	(4.6)	(3.8)	(3.5)	(3.9)	(5.3)	(4.6)	(3.9)	(3.2)	(5.4)	(7.7)	(3.7)	(4.5)	(5.2)
Hearing-loss therapy	74.6	67.3	84.5	72.6	73.2	76.6	69.0	74.4	78.7	75.8	67.2	79.8	69.5	81.1	83.0
	(2.6)	(6.0)	(3.7)	(4.0)	(3.5)	(3.9)	(5.7)	(4.4)	(3.7)	(3.2)	(5.8)	(6.4)	(3.7)	(4.6)	(6.0)
Psychotherapy/counseling	72.7	80.6	70.0	71.5	68.7	78.8	70.7	74.2	72.8	73.1	74.2	69.6	71.0	73.1	77.4
	(2.4)	(4.8)	(4.4)	(3.5)	(3.2)	(3.4)	(4.9)	(4.0)	(3.6)	(3.0)	(4.7)	(6.6)	(3.1)	(4.8)	(6.5)
Medical services	66.1	85.2	65.6	55.8	65.6	66.5	60.9	62.3	73.5	65.7	67.7	65.3	58.8	75.3	81.5
	(2.6)	(4.1)	(4.8)	(3.9)	(3.3)	(4.0)	(5.3)	(4.5)	(3.7)	(3.3)	(5.0)	(7.1)	(3.4)	(4.7)	(6.1)
Adaptive physical education	81.1	87.3	86.7	71.9	80.8	81.3	79.8	77.7	85.0	83.3	80.9	70.5	77.6	86.2	87.7
	(2.0)	(3.6)	(3.1)	(3.6)	(2.7)	(3.1)	(4.2)	(3.7)	(2.8)	(2.5)	(4.0)	(6.4)	(2.8)	(3.5)	(4.8)
Social work services	72.6	83.7	61.9	71.9	70.3	75.8	71.8	69.1	76.6	75.5	66.0	71.0	69.5	78.3	79.5
	(2.3)	(4.1)	(4.6)	(3.4)	(3.1)	(3.5)	(4.8)	(4.0)	(3.4)	(2.9)	(4.9)	(6.3)	(3.1)	(4.3)	(6.3)
Special transportation	95.8	100	96.0	93.5	95.8	95.9	95.4	95.2	96.8	94.5	98.8	96.9	96.4	93.1	99.2
	(1.0)	(0.0)	(1.8)	(1.8)	(1.3)	(1.5)	(2.1)	(1.9)	(1.4)	(1.5)	(1.1)	(2.4)	(1.2)	(2.5)	(1.3)
Human aides or tutors	91.9	93.1	93.3	90.1	92.0	91.8	90.8	91.5	93.1	93.7	88.5	89.0	88.1	97.2	98.2
	(1.4)	(2.7)	(2.3)	(2.2)	(1.8)	(2.1)	(2.9)	(2.4)	(1.9)	(1.5)	(3.1)	(4.3)	(2.1)	(1.6)	(1.9)
Physical aids	60.5	49.8	62.3	62.9	59.4	61.6	57.1	61.6	61.8	62.1	54.9	61.6	54.0	66.5	78.8
	(2.7)	(6.1)	(5.0)	(3.9)	(3.6)	(4.1)	(5.6)	(4.6)	(4.1)	(3.5)	(5.5)	(7.3)	(3.7)	(5.1)	(6.2)
None of these	0.7	0.0	0.7	1.1	1.0	0.4	0.6	1.0	0.5	0.9	0.5	0.5	1.0	0.2	0.7
	(0.4)	(0.0)	(0.7)	(0.7)	(0.6)	(0.5)	(0.8)	(0.8)	(0.5)	(0.6)	(0.7)	(0.9)	(0.6)	(0.4)	(1.2)
Number of respondents	504	111	171	209	294	210	113	165	221	309	117	73	276	133	72
Percentage in schools serving non-disabled students that had:**															
Regular education classrooms	94.6	96.6	96.9	92.6	94.0	95.4	95.4	93.4	95.1	93.9	96.3	94.3	95.4	92.4	93.6
	(1.2)	(2.2)	(1.7)	(1.9)	(1.6)	(1.7)	(2.2)	(2.2)	(1.8)	(1.6)	(2.0)	(3.2)	(1.3)	(3.3)	(5.5)
Part-time resource rooms	88.9	66.6	96.9	93.8	87.6	90.7	82.2	92.6	90.3	88.3	86.5	96.3	89.1	86.8	88.0
	(1.7)	(5.6)	(1.7)	(1.7)	(2.3)	(2.4)	(4.0)	(2.3)	(2.4)	(2.2)	(3.6)	(2.6)	(1.9)	(4.2)	(7.3)
Pull-out/itinerant services	84.3	90.1	83.4	82.4	82.3	87.3	84.4	83.4	85.2	85.4	83.7	79.9	83.1	87.8	89.2
	(1.9)	(3.6)	(3.7)	(2.7)	(2.6)	(2.7)	(3.8)	(3.3)	(2.9)	(2.4)	(3.9)	(5.5)	(2.3)	(4.1)	(7.0)
Self-contained classrooms	73.2	82.9	81.4	65.0	71.1	76.1	76.3	70.8	73.1	75.2	70.7	68.1	69.5	83.1	89.2
	(2.3)	(4.5)	(3.9)	(3.4)	(3.1)	(3.5)	(4.4)	(4.0)	(3.7)	(2.9)	(4.8)	(6.4)	(2.8)	(4.6)	(7.0)
All of these	56.0	49.0	68.2	52.7	53.8	59.1	52.1	55.1	59.9	58.0	50.1	58.0	52.1	66.6	75.5
	(2.6)	(6.0)	(4.7)	(3.6)	(3.4)	(4.0)	(5.2)	(4.4)	(4.1)	(3.4)	(5.2)	(6.8)	(3.1)	(5.8)	(9.6)
Number of respondents	(643	129	182	329	376	266	155	221	267	377	164	98	458	119	37

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* See Appendix for percentage of youth in schools that reported having students in need of these services.

** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Services/Programs	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that usually provided when needed:*									
Speech/language therapy	95.9	94.6	97.5	87.0	98.2	100	94.6	96.8	96.2
	(2.1)	(2.2)	(1.4)	(3.7)	(0.9)	(0.0)	(2.0)	(1.7)	(2.2)
Physical therapy	63.1	68.6	73.6	67.7	69.0	65.0	59.7	73.9	76.0
	(6.5)	(5.3)	(4.7)	(6.4)	(3.5)	(12.2)	(5.1)	(4.9)	(5.5)
Occupational therapy	64.9	62.8	78.4	69.4	68.2	68.5	63.8	68.1	77.3
	(6.1)	(5.4)	(4.4)	(5.8)	(3.5)	(12.2)	(4.8)	(5.1)	(5.4)
Hearing-loss therapy	70.5	74.1	73.7	65.4	76.5	83.1	73.5	71.0	75.6
	(6.3)	(5.2)	(5.0)	(6.5)	(3.4)	(11.5)	(4.7)	(5.4)	(6.0)
Psychotherapy/counseling	70.5	66.1	71.6	69.2	70.5	96.8	70.5	66.1	77.1
	(5.5)	(5.2)	(4.7)	(5.8)	(3.3)	(4.3)	(4.4)	(5.0)	(5.4)
Medical services	70.1	65.7	61.8	70.4	65.2	82.4	68.9	65.3	65.3
	(5.4)	(5.4)	(5.2)	(5.8)	(3.5)	(10.0)	(4.4)	(5.1)	(6.4)
Adaptive physical education	79.1	79.2	89.3	81.4	79.7	97.5	79.0	85.3	84.1
	(4.8)	(4.3)	(3.0)	(4.7)	(2.8)	(4.0)	(3.8)	(3.6)	(4.4)
Social work services	80.4	63.3	69.9	78.3	70.0	76.3	72.4	67.8	78.0
	(4.7)	(5.1)	(4.5)	(4.8)	(3.2)	(11.1)	(4.2)	(4.8)	(5.1)
Special transportation	96.7	93.9	93.6	95.8	94.5	96.7	95.8	94.8	94.1
	(2.0)	(2.5)	(2.3)	(2.3)	(1.6)	(4.5)	(1.8)	(2.2)	(2.9)
Human aides or tutors	92.2	90.7	96.8	86.4	93.8	97.7	92.0	92.4	94.0
	(3.0)	(3.0)	(1.7)	(3.9)	(1.6)	(3.7)	(2.4)	(2.6)	(2.8)
Physical aids	61.2	52.6	61.1	58.2	60.2	68.0	59.2	56.0	65.0
	(6.2)	(5.7)	(5.2)	(6.4)	(3.7)	(13.6)	(5.0)	(5.4)	(6.4)
None of these	1.0	1.0	0.2	2.6	0.2	0.0	1.5	0.0	0.0
	(1.0)	(1.0)	(0.4)	(1.7)	(0.3)	(0.0)	(1.0)	(0.0)	(0.0)
Number of respondents	90	123	133	95	284	18	154	130	95
Percentage in schools serving non-disabled students that had:**									
Regular education classrooms	94.5	93.1	97.4	92.4	95.2	94.0	93.4	95.0	96.5
	(2.6)	(2.8)	(1.7)	(3.4)	(1.5)	(6.9)	(2.3)	(2.3)	(2.6)
Part-time resource rooms	88.0	88.3	86.5	83.7	90.5	86.0	85.7	88.0	97.2
	(3.7)	(3.5)	(3.7)	(4.7)	(2.1)	(10.2)	(3.2)	(3.4)	(2.3)
Pull-out/itinerant services	85.5	81.2	85.0	73.8	87.0	86.0	81.6	85.4	85.6
	(4.0)	(4.3)	(3.9)	(5.6)	(2.4)	(10.2)	(3.6)	(3.7)	(4.9)
Self-contained classrooms	72.2	66.5	77.5	69.1	73.2	86.5	72.9	71.0	72.4
	(5.1)	(5.2)	(4.5)	(5.8)	(3.2)	(10.0)	(4.1)	(4.8)	(6.3)
All of these	55.0	50.8	58.5	44.4	58.7	72.5	53.3	52.8	64.2
	(5.6)	(5.5)	(5.3)	(6.3)	(3.6)	(13.1)	(4.6)	(5.3)	(6.7)
Number of respondents	134	145	148	111	347	20	205	164	93

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* See Appendix for percentage of youth in schools that reported having students in need of these services.

** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19A: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Services/Programs	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in schools with vocational classes designed specifically for students with disabilities	55.8	71.2	66.2	41.4	55.5	55.9	46.2	57.3	61.2	56.0	55.2	56.3	49.2	65.6	74.5
	(2.3)	(4.7)	(4.1)	(3.4)	(3.1)	(3.6)	(4.8)	(4.0)	(3.5)	(3.0)	(4.7)	(6.2)	(3.0)	(4.5)	(6.0)
Number of respondents	795	170	244	361	457	336	183	259	353	472	205	113	471	198	95
Percentage in schools that helped students with disabilities in regular vocational classes by:*															
Making physical adaptations	42.8	43.5	39.0	44.0	44.1	41.1	37.3	41.1	48.5	42.2	42.8	46.7	40.2	51.6	56.9
	(2.7)	(6.5)	(5.0)	(3.7)	(3.6)	(4.1)	(5.4)	(4.5)	(4.3)	(3.5)	(5.4)	(6.9)	(3.1)	(6.7)	(11.1)
Increasing teacher contact	73.2	81.6	78.2	67.7	73.1	73.3	77.4	70.7	72.7	70.8	77.6	75.0	75.9	70.1	55.4
	(2.4)	(5.1)	(4.2)	(3.5)	(3.2)	(3.7)	(4.7)	(4.1)	(3.8)	(3.2)	(4.6)	(5.9)	(2.7)	(6.1)	(11.1)
Providing human aides	33.3	33.4	49.1	25.0	32.7	34.1	36.0	30.8	33.7	35.7	27.4	32.9	31.8	37.4	40.0
	(2.6)	(6.2)	(5.1)	(3.2)	(3.4)	(4.0)	(5.4)	(4.2)	(4.1)	(3.4)	(4.9)	(6.5)	(3.0)	(6.5)	(11.0)
Simplifying instruction	69.5	68.4	71.4	68.6	70.8	67.5	73.7	72.3	63.5	71.4	68.4	64.7	69.5	72.9	68.7
	(2.5)	(6.1)	(4.6)	(3.5)	(3.3)	(3.9)	(4.9)	(4.1)	(4.1)	(3.2)	(5.1)	(6.6)	(2.9)	(5.9)	(10.4)
Other accommodations	9.0	5.5	9.1	10.3	9.4	8.4	5.2	10.4	10.3	9.5	9.8	4.5	9.0	11.0	4.5
	(1.6)	(3.0)	(3.0)	(2.3)	(2.1)	(2.3)	(2.5)	(2.8)	(2.6)	(2.1)	(3.3)	(2.9)	(1.8)	(4.2)	(4.6)
Number of respondents	585	110	171	301	338	246	135	207	243	342	146	94	424	101	35
Average percentage of vocational course time spent in:															
Classroom instruction	57.1	53.6	52.7	61.2	56.6	57.5	57.2	58.9	55.3	57.0	57.1	57.3	59.7	53.8	45.4
	(1.4)	(2.8)	(2.5)	(2.2)	(1.9)	(2.2)	(3.2)	(2.4)	(2.1)	(1.8)	(2.9)	(3.9)	(1.9)	(2.7)	(4.1)
Work experience at school	18.2	24.7	17.4	15.4	18.5	17.7	16.5	18.4	19.0	18.6	18.5	15.7	14.9	24.5	25.1
	(1.0)	(2.6)	(1.6)	(1.4)	(1.4)	(1.5)	(2.1)	(1.7)	(1.5)	(1.3)	(2.0)	(2.4)	(1.2)	(2.0)	(2.8)
Community-based experience	15.9	17.0	18.1	14.1	16.1	15.9	14.0	16.3	16.9	16.8	13.6	15.5	15.7	15.9	20.0
	(0.9)	(2.4)	(1.5)	(1.3)	(1.2)	(1.4)	(1.9)	(1.5)	(1.5)	(1.3)	(1.7)	(2.2)	(1.3)	(1.6)	(3.0)
Number of respondents	710	142	216	331	411	297	157	236	317	417	185	104	424	171	88

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* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19B: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with vocational classes designed specifically for students with disabilities	54.2	58.5	61.5	59.5	57.0	58.3	54.1	58.8	61.9
	(5.1)	(4.8)	(4.5)	(5.4)	(3.2)	(12.0)	(4.2)	(4.6)	(5.6)
Number of respondents	159	180	202	148	435	29	243	208	137
Percentage in schools that helped students with disabilities in regular vocational classes by:*									
Making physical adaptations	38.7	42.3	53.6	37.6	43.0	75.1	44.1	45.5	43.2
	(5.9)	(5.6)	(5.7)	(6.4)	(3.7)	(14.3)	(4.8)	(5.5)	(7.4)
Increasing teacher contact	68.2	79.1	73.4	73.4	71.9	81.1	70.9	76.4	71.6
	(5.6)	(4.6)	(5.0)	(5.9)	(3.4)	(13.0)	(4.4)	(4.7)	(6.7)
Providing human aides	22.1	37.8	50.2	25.5	36.7	38.4	25.9	43.9	46.7
	(5.0)	(5.5)	(5.7)	(5.8)	(3.6)	(16.1)	(4.2)	(5.5)	(7.5)
Simplifying instruction	64.5	69.2	74.2	66.0	69.7	66.9	69.3	68.5	65.9
	(5.8)	(5.2)	(5.0)	(6.3)	(3.5)	(15.6)	(4.4)	(5.1)	(7.1)
Other accommodations	8.5	8.4	15.8	5.2	12.0	9.4	6.7	13.3	14.2
	(3.4)	(3.1)	(4.1)	(3.0)	(2.5)	(9.6)	(2.4)	(3.7)	(5.2)
Number of respondents	116	133	133	102	311	16	183	148	83
Average percentage of vocational course time spent in:									
Classroom instruction	58.5	58.2	53.3	61.2	54.8	52.9	60.1	54.4	50.9
	(3.4)	(2.9)	(2.6)	(3.4)	(1.9)	(9.0)	(2.7)	(2.7)	(3.5)
Work experience at school	17.3	19.1	19.1	19.2	18.6	13.4	17.9	18.3	21.3
	(2.4)	(2.2)	(1.8)	(2.4)	(1.3)	(5.1)	(1.9)	(2.0)	(2.4)
Community-based experience	18.1	14.7	18.7	13.5	17.5	22.8	14.5	19.7	18.4
	(2.5)	(1.7)	(1.7)	(2.2)	(1.2)	(6.4)	(1.7)	(2.0)	(2.2)
Number of respondents	135	162	180	130	391	20	212	182	123

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* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	91.9	90.9	93.3	91.9	91.8	92.1	86.9	93.5	94.0	92.6	92.1	89.0	93.7	92.2	83.1
	(1.3)	(3.0)	(2.1)	(1.9)	(1.7)	(2.0)	(3.2)	(2.0)	(1.7)	(1.6)	(2.5)	(4.0)	(1.5)	(2.6)	(5.2)
Number of respondents	801	174	247	360	461	338	183	262	356	475	208	113	475	200	95
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:															
Routinely to all students	61.4	52.5	55.2	72.0	60.7	63.0	68.1	62.1	56.6	58.2	65.3	70.2	71.9	42.5	35.7
	(2.4)	(5.4)	(4.4)	(3.2)	(3.2)	(3.6)	(4.8)	(4.1)	(3.7)	(3.1)	(4.7)	(6.1)	(2.8)	(4.9)	(7.3)
Routinely only to special education students	26.0	27.0	32.4	19.2	25.9	26.0	17.7	29.0	28.7	28.0	22.1	24.6	17.8	39.6	51.9
	(2.2)	(4.8)	(4.2)	(2.8)	(2.8)	(3.3)	(4.0)	(3.8)	(3.4)	(2.8)	(4.1)	(5.7)	(2.4)	(4.8)	(7.6)
Routinely only to those with some disabilities	2.9	4.4	4.7	1.3	2.8	3.1	2.0	2.1	4.2	3.8	1.6	1.3	0.7	8.8	4.8
	(0.8)	(2.2)	(1.9)	(0.8)	(1.1)	(1.3)	(1.5)	(1.2)	(1.5)	(1.2)	(1.2)	(1.5)	(0.5)	(2.8)	(3.3)
Occasionally to special education students	7.4	16.1	4.7	4.7	7.6	7.2	8.8	5.3	8.4	7.7	9.5	1.1	6.9	7.5	6.6
	(1.3)	(4.0)	(1.9)	(1.5)	(1.7)	(1.9)	(2.9)	(1.9)	(2.1)	(1.7)	(2.9)	(1.4)	(1.6)	(2.6)	(3.8)
Rarely or never to special education students	2.2	0.0	3.1	2.9	3.0	0.8	3.4	1.5	2.1	2.4	1.5	2.8	2.7	1.7	1.0
	(0.7)	(0.0)	(1.5)	(1.2)	(1.1)	(0.7)	(1.9)	(1.0)	(1.1)	(1.0)	(1.2)	(2.2)	(1.0)	(1.3)	(1.5)
Number of respondents	731	154	228	332	420	309	156	244	331	436	189	102	443	183	78
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*															
Grades 7 or 8	13.1	2.7	21.1	14.6	13.9	11.7	20.7	11.3	10.1	13.6	10.0	17.5	14.3	12.0	14.6
	(2.2)	(2.4)	(4.7)	(3.5)	(3.0)	(3.3)	(5.7)	(3.6)	(2.9)	(2.8)	(4.0)	(7.7)	(3.6)	(3.6)	(5.3)
Grades 9 or 10	60.9	72.3	64.4	55.8	63.4	57.5	61.0	63.1	59.0	57.8	64.6	72.4	78.7	42.2	26.8
	(2.8)	(5.2)	(4.9)	(4.3)	(3.6)	(4.3)	(5.8)	(4.7)	(4.1)	(3.5)	(5.4)	(7.2)	(3.2)	(5.2)	(6.5)
Grades 11 or 12	71.0	67.6	70.7	77.3	73.0	68.3	70.2	74.9	68.0	69.2	71.6	80.0	86.6	53.0	38.9
	(2.4)	(5.3)	(4.4)	(3.3)	(3.1)	(3.8)	(5.3)	(4.0)	(3.7)	(3.1)	(4.7)	(5.9)	(2.5)	(5.0)	(7.1)
Ungraded classes	54.8	41.5	70.9	48.0	55.8	54.2	49.1	56.9	56.1	57.6	49.3	46.3	45.4	63.6	64.1
	(3.3)	(7.3)	(5.4)	(5.1)	(4.4)	(5.1)	(7.4)	(5.7)	(4.8)	(4.1)	(6.8)	(10.4)	(5.2)	(5.4)	(7.4)
Number of respondents	398	85	130	163	227	169	78	128	192	255	98	42	162	145	79

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	92.7 (2.7)	91.2 (2.8)	91.7 (2.5)	92.5 (2.9)	91.7 (1.8)	84.1 (8.9)	91.5 (2.3)	93.2 (2.4)	90.5 (3.4)
Number of respondents	158	182	206	149	439	29	246	208	139
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:									
Routinely to all students	64.9 (5.1)	61.0 (5.0)	50.1 (4.8)	64.8 (5.5)	58.6 (3.3)	49.7 (13.5)	63.5 (4.2)	59.8 (4.7)	48.9 (6.0)
Routinely only to special education students	22.8 (4.5)	29.7 (4.7)	34.9 (4.6)	28.1 (5.1)	26.7 (3.0)	50.3 (13.5)	24.8 (3.8)	30.3 (4.4)	32.8 (5.7)
Routinely only to those with some disabilities	0.9 (1.0)	2.0 (1.4)	6.4 (2.3)	1.3 (1.3)	3.6 (1.3)	0.0 (0.0)	0.7 (0.7)	3.0 (1.6)	7.9 (3.3)
Occasionally to special education students	9.8 (3.2)	6.1 (2.4)	7.6 (2.5)	4.9 (2.5)	9.6 (2.0)	0.0 (0.0)	9.2 (2.5)	5.6 (2.2)	10.4 (3.7)
Rarely or never to special education students	1.6 (1.3)	1.2 (1.1)	1.0 (1.0)	0.9 (1.1)	1.5 (0.8)	0.0 (0.0)	1.9 (1.2)	1.3 (1.1)	0.0 (0.0)
Number of respondents	145	165	189	136	400	24	224	192	126
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*									
Grades 7 or 8	11.5 (4.7)	16.8 (5.2)	9.3 (3.5)	15.6 (5.8)	13.3 (3.0)	5.8 (6.5)	12.2 (3.9)	16.6 (4.9)	9.3 (4.2)
Grades 9 or 10	58.7 (6.4)	63.5 (5.6)	58.1 (5.4)	58.3 (6.5)	61.8 (3.7)	40.0 (13.1)	64.6 (4.8)	65.7 (5.5)	40.9 (6.6)
Grades 11 or 12	72.0 (5.4)	71.6 (5.0)	65.1 (4.8)	64.9 (6.0)	73.6 (3.2)	46.0 (13.0)	70.0 (4.4)	76.2 (4.5)	55.4 (6.3)
Ungraded classes	54.2 (7.6)	57.7 (6.9)	65.0 (5.8)	56.0 (8.1)	59.5 (4.4)	59.7 (13.7)	50.5 (6.1)	63.4 (6.5)	65.7 (7.0)
Number of respondents	74	89	116	66	230	22	119	102	85

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Of students in schools providing vocational assessment/counseling, percentage in schools that:															
Used formal assessment of student interests/skills	78.6	84.9	75.8	77.3	79.6	77.5	79.6	80.2	76.6	78.4	78.1	82.1	75.0	86.8	79.1
	(2.0)	(3.9)	(3.8)	(3.0)	(2.6)	(3.2)	(4.2)	(3.4)	(3.1)	(2.6)	(4.0)	(5.1)	(2.7)	(3.4)	(6.3)
Gave students information about alternative careers	89.9	89.4	91.3	88.7	92.0	86.9	90.6	90.7	88.7	89.3	89.4	93.2	92.3	85.1	85.1
	(1.5)	(3.3)	(2.5)	(2.3)	(1.8)	(2.6)	(3.0)	(2.4)	(2.4)	(2.0)	(3.0)	(3.4)	(1.7)	(3.5)	(5.5)
Recommended specific careers	71.8	80.9	75.0	64.4	73.9	68.9	70.9	73.1	71.2	69.2	73.4	81.5	74.7	67.3	62.7
	(2.2)	(4.3)	(3.9)	(3.4)	(2.9)	(3.5)	(4.7)	(3.7)	(3.4)	(2.9)	(4.3)	(5.2)	(2.7)	(4.7)	(7.5)
Recommended specific training/education	76.6	85.3	77.5	71.3	76.5	76.9	79.0	74.7	76.8	75.9	73.4	87.5	78.7	76.9	65.2
	(2.1)	(3.8)	(3.7)	(3.3)	(2.8)	(3.2)	(4.2)	(3.7)	(3.1)	(2.7)	(4.3)	(4.4)	(2.6)	(4.2)	(7.4)
Informed students about colleges/training programs for students with disabilities	60.7	64.0	68.1	55.6	63.9	56.6	64.0	58.3	60.7	58.7	64.3	65.5	70.1	48.3	26.0
	(2.4)	(5.2)	(4.1)	(3.6)	(3.1)	(3.8)	(5.0)	(4.1)	(3.6)	(3.1)	(4.7)	(6.4)	(2.9)	(5.0)	(6.8)
Number of respondents	731	156	230	328	418	311	156	243	332	436	189	102	444	184	77

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing vocational assessment/counseling, percentage in schools that:									
Used formal assessment of student interests/skills	74.7	78.2	80.4	78.3	78.5	74.8	75.8	78.3	80.4
	(4.7)	(4.2)	(3.8)	(4.7)	(2.8)	(11.6)	(3.8)	(4.1)	(4.8)
Gave students information about alternative careers	93.3	85.3	93.5	91.2	90.3	71.2	87.9	97.0	87.1
	(2.7)	(3.6)	(2.4)	(3.2)	(2.0)	(12.1)	(2.9)	(1.7)	(4.0)
Recommended specific careers	74.7	67.1	76.4	69.6	73.5	61.9	72.3	77.7	67.6
	(4.7)	(4.8)	(4.1)	(5.2)	(3.0)	(13.0)	(4.0)	(4.1)	(5.7)
Recommended specific training/education	79.1	74.7	80.7	79.6	76.8	74.4	74.2	84.1	80.4
	(4.4)	(4.5)	(3.8)	(4.6)	(2.8)	(11.7)	(3.9)	(3.6)	(4.8)
Informed students about colleges/training programs for students with disabilities	58.6	66.2	66.2	54.7	65.7	36.6	57.3	73.8	57.0
	(5.4)	(4.9)	(4.5)	(5.7)	(3.2)	(12.9)	(4.4)	(4.3)	(6.0)
Number of respondents	144	165	188	137	398	24	223	191	126

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in schools that provided work adjustment training to secondary special ed. students	88.7	96.6	85.0	86.5	88.5	89.1	86.3	88.4	90.6	88.5	90.0	87.6	87.7	91.0	89.2
	(1.5)	(1.9)	(3.1)	(2.4)	(2.0)	(2.3)	(3.3)	(2.6)	(2.1)	(1.9)	(2.8)	(4.2)	(2.0)	(2.7)	(4.4)
Number of respondents	796	172	247	357	459	335	179	261	356	472	207	112	472	199	94
Of students in schools providing work adjustment training, percentage in schools that provided it:															
Routinely to all students	41.3	42.0	37.8	45.0	43.7	38.1	46.7	41.2	37.9	41.3	43.4	37.6	51.9	28.1	15.1
	(2.5)	(5.2)	(4.5)	(3.7)	(3.3)	(3.7)	(5.2)	(4.2)	(3.7)	(3.2)	(4.9)	(6.6)	(3.2)	(4.5)	(5.3)
Routinely only to special education students	39.7	34.5	46.0	35.8	37.7	42.1	34.4	41.4	41.5	40.2	34.6	46.5	28.8	54.7	68.6
	(2.5)	(5.0)	(4.6)	(3.6)	(3.2)	(3.8)	(5.0)	(4.2)	(3.7)	(3.2)	(4.7)	(6.8)	(2.9)	(5.0)	(6.9)
Routinely only to those with some disabilities	12.2	19.0	9.6	10.8	11.2	13.8	9.3	11.5	14.8	11.0	17.7	7.6	11.6	12.4	8.8
	(1.6)	(4.1)	(2.7)	(2.3)	(2.1)	(2.7)	(3.0)	(2.7)	(2.7)	(2.0)	(3.8)	(3.6)	(2.1)	(3.3)	(4.2)
Occasionally to special education students	6.3	4.5	6.6	7.4	6.9	5.5	7.6	5.9	5.9	6.8	4.3	8.2	6.9	4.8	7.5
	(1.2)	(2.2)	(2.3)	(1.9)	(1.7)	(1.8)	(2.8)	(2.0)	(1.8)	(1.6)	(2.0)	(3.7)	(1.7)	(2.1)	(3.9)
Rarely or never to special education students	0.5	0.0	0.0	1.1	0.5	0.5	1.9	0.0	0.0	0.8	0.0	0.0	0.8	0.0	0.0
	(0.3)	(0.0)	(0.0)	(0.8)	(0.5)	(0.5)	(1.4)	(0.0)	(0.0)	(0.6)	(0.0)	(0.0)	(0.6)	(0.0)	(0.0)
Number of respondents	705	165	212	308	405	299	153	231	321	417	186	98	411	183	83
Of students in schools providing work adjustment training, percentage in schools with training in:*															
Grades 7 or 8	18.3	9.4	14.2	27.0	16.6	19.9	28.7	12.2	17.4	16.0	18.0	35.1	17.1	21.4	18.7
	(2.5)	(4.2)	(4.0)	(4.4)	(3.2)	(4.0)	(6.4)	(3.7)	(3.6)	(3.0)	(5.0)	(9.4)	(3.8)	(4.5)	(5.8)
Grades 9 or 10	55.4	54.0	49.1	63.4	54.8	56.0	60.2	58.9	49.1	50.9	58.1	73.3	68.1	41.8	23.1
	(2.8)	(6.0)	(5.2)	(4.0)	(3.7)	(4.3)	(5.9)	(4.7)	(4.2)	(3.6)	(5.4)	(7.1)	(3.6)	(5.3)	(6.2)
Grades 11 or 12	68.1	74.3	63.0	71.5	70.5	64.7	72.1	69.2	64.7	64.6	72.2	77.8	82.0	52.4	29.4
	(2.4)	(4.9)	(4.5)	(3.4)	(3.1)	(3.8)	(5.0)	(4.2)	(3.6)	(3.2)	(4.5)	(6.0)	(2.7)	(5.0)	(6.5)
Ungraded classes	58.3	52.0	68.9	50.2	56.8	61.3	55.6	55.9	61.9	59.8	55.6	55.3	43.0	71.2	75.3
	(3.3)	(7.5)	(5.5)	(5.1)	(4.4)	(5.1)	(7.5)	(5.8)	(4.7)	(4.1)	(6.7)	(10.5)	(5.2)	(5.1)	(6.7)
Number of respondents	394	82	129	163	227	165	75	127	192	253	98	41	161	143	78

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21B: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work adjustment training to secondary special ed. students	90.0	89.8	90.1	90.1	89.3	92.7	88.9	90.6	89.8
	(3.1)	(3.0)	(2.8)	(3.3)	(2.0)	(6.4)	(2.7)	(2.8)	(3.5)
Number of respondents	157	180	204	148	436	28	244	207	137
Of students in schools providing work adjustment training, percentage in schools that provided it:									
Routinely to all students	42.2	40.4	44.4	46.6	40.4	24.4	43.6	41.3	38.2
	(5.4)	(5.0)	(4.8)	(5.8)	(3.3)	(11.1)	(4.5)	(4.8)	(5.9)
Routinely only to special education students	34.4	42.3	43.6	35.9	42.2	58.8	35.8	42.5	48.0
	(5.2)	(5.1)	(4.8)	(5.6)	(3.3)	(12.8)	(4.3)	(4.8)	(6.1)
Routinely only to those with some disabilities	15.6	11.0	7.0	9.7	12.3	2.0	12.0	11.5	9.6
	(4.0)	(3.2)	(2.5)	(3.4)	(2.2)	(3.7)	(2.9)	(3.1)	(3.6)
Occasionally to special education students	6.8	6.3	5.0	6.4	5.1	14.8	8.6	3.6	4.2
	(2.8)	(2.5)	(2.1)	(2.8)	(1.5)	(9.2)	(2.5)	(1.8)	(2.5)
Rarely or never to special education students	1.0	0.0	0.0	1.3	0.0	0.0	0.0	1.1	0.0
	(1.1)	(0.0)	(0.0)	(1.3)	(0.0)	(0.0)	(0.0)	(1.0)	(0.0)
Number of respondents	140	163	183	131	391	26	213	190	123
Of students in schools providing work adjustment training, percentage in schools with training in:*									
Grades 7 or 8	18.2	15.6	17.4	19.4	20.3	9.1	17.6	15.9	15.9
	(5.6)	(4.9)	(4.6)	(6.1)	(3.5)	(8.0)	(4.5)	(4.7)	(5.3)
Grades 9 or 10	53.6	53.9	54.3	57.7	54.6	42.3	55.4	58.0	40.4
	(6.3)	(5.8)	(5.5)	(6.3)	(3.9)	(13.2)	(5.1)	(5.5)	(6.8)
Grades 11 or 12	69.1	67.8	64.0	63.7	69.7	53.3	69.3	69.9	54.6
	(5.2)	(5.0)	(4.9)	(6.0)	(3.2)	(12.3)	(4.3)	(4.7)	(6.3)
Ungraded classes	59.8	56.2	71.4	62.6	62.1	67.2	55.1	64.7	71.3
	(7.4)	(6.9)	(5.6)	(8.0)	(4.3)	(13.4)	(6.1)	(6.4)	(6.7)
Number of respondents	74	89	113	65	229	21	118	102	84

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Of students in schools providing work adjustment training, percentage in schools with training in:															
Production skills	70.2 (2.3)	82.4 (4.0)	78.8 (3.8)	57.0 (3.7)	69.1 (3.1)	71.5 (3.5)	70.1 (4.8)	67.4 (4.1)	72.6 (3.4)	71.2 (2.9)	71.3 (4.5)	62.9 (6.6)	61.9 (3.2)	86.4 (3.4)	84.1 (5.5)
Relationships with coworkers/ supervisors	96.7 (0.9)	96.3 (2.0)	99.4 (0.7)	95.8 (1.5)	96.5 (1.2)	96.9 (1.4)	94.3 (2.4)	97.2 (1.4)	97.7 (1.1)	96.0 (1.3)	97.2 (1.6)	99.0 (1.4)	96.2 (1.2)	97.8 (1.5)	98.4 (1.9)
Attendance/punctuality	98.8 (0.5)	97.9 (1.5)	99.5 (0.6)	98.8 (0.8)	98.3 (0.9)	99.6 (0.5)	98.9 (1.1)	99.2 (0.8)	98.5 (0.9)	99.0 (0.6)	98.1 (1.3)	99.2 (1.2)	99.6 (0.4)	97.6 (1.5)	97.4 (2.4)
Appropriate dress/grooming	96.0 (1.0)	96.4 (2.0)	100 (0.0)	93.4 (1.8)	95.7 (1.3)	96.4 (1.5)	94.7 (2.3)	95.8 (1.7)	97.0 (1.3)	95.4 (1.4)	96.7 (1.8)	97.2 (2.2)	95.1 (1.4)	97.8 (1.5)	98.3 (1.9)
Job-related practices (e.g., using sick leave)	76.4 (2.1)	80.7 (4.2)	83.5 (3.5)	68.9 (3.4)	74.6 (2.9)	78.7 (3.2)	75.0 (4.6)	76.2 (3.7)	77.4 (3.2)	76.4 (2.8)	75.3 (4.3)	78.5 (5.6)	74.0 (2.9)	82.7 (3.8)	74.4 (6.5)
Work skills (e.g., counting change, completing forms)	90.6 (1.5)	94.6 (2.4)	93.6 (2.3)	87.2 (2.5)	91.0 (1.9)	90.0 (2.3)	86.1 (3.6)	90.6 (2.5)	93.5 (1.9)	90.0 (1.9)	91.5 (2.8)	92.2 (3.7)	90.2 (1.9)	90.3 (3.0)	92.6 (3.9)
Use of transportation	61.8 (2.5)	85.5 (3.7)	70.7 (4.2)	43.1 (3.7)	60.4 (3.3)	63.6 (3.7)	57.8 (5.2)	63.9 (4.2)	62.5 (3.7)	60.7 (3.2)	69.1 (4.6)	54.0 (6.8)	60.9 (3.2)	65.4 (4.7)	56.8 (7.4)
Number of respondents	702	165	210	307	403	298	153	228	321	415	185	98	408	183	83

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21B: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing work adjustment training, percentage in schools with training in:									
Production skills	72.6	67.6	77.8	73.0	72.4	83.3	70.6	70.3	81.6
	(4.9)	(4.8)	(4.1)	(5.2)	(3.1)	(9.8)	(4.1)	(4.5)	(4.7)
Relationships with coworkers/ supervisors	98.4	94.9	97.1	94.9	97.9	100	97.5	98.0	94.5
	(1.4)	(2.3)	(1.6)	(2.6)	(1.0)	(0.0)	(1.4)	(1.4)	(2.8)
Attendance/punctuality	98.2	99.5	98.0	98.4	98.7	100	97.9	99.7	98.8
	(1.5)	(0.7)	(1.4)	(1.5)	(0.8)	(0.0)	(1.3)	(0.5)	(1.3)
Appropriate dress/grooming	94.7	96.8	95.6	93.4	96.9	100	93.3	97.8	97.4
	(2.5)	(1.8)	(2.0)	(2.9)	(1.2)	(0.0)	(2.3)	(1.4)	(1.9)
Job-related practices (e.g., using sick leave)	72.2	72.4	85.4	72.7	79.2	86.7	71.9	77.0	90.1
	(4.9)	(4.6)	(3.4)	(5.2)	(2.8)	(8.9)	(4.1)	(4.2)	(3.6)
Work skills (e.g., counting change, completing forms)	90.3	92.4	93.4	87.8	93.2	100	91.7	94.5	89.7
	(3.3)	(2.7)	(2.4)	(3.8)	(1.7)	(0.0)	(2.5)	(2.3)	(3.7)
Use of transportation	59.6	60.7	69.8	63.6	63.0	75.4	58.8	63.5	73.9
	(5.4)	(5.1)	(4.5)	(5.6)	(3.3)	(11.3)	(4.5)	(4.8)	(5.4)
Number of respondents	140	162	183	132	388	25	211	189	124

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22A: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in schools that provided work exploration/experience to secondary special ed. students	63.6	68.8	78.8	51.1	62.1	65.6	53.3	67.3	67.2	63.5	63.3	63.9	59.4	71.1	75.2
	(2.3)	(4.8)	(3.5)	(3.4)	(3.0)	(3.5)	(4.8)	(3.8)	(3.4)	(2.9)	(4.5)	(6.1)	(3.0)	(4.3)	(6.1)
Number of respondents	796	170	247	359	458	336	180	262	354	472	206	113	474	198	93
Of students in schools providing work exploration/experience, percentage in schools that provided it:															
Routinely to all students	40.4	51.8	32.1	43.9	43.2	37.0	50.7	37.6	37.4	41.1	38.9	38.8	50.1	29.4	20.5
	(2.9)	(6.2)	(4.5)	(4.7)	(3.9)	(4.3)	(6.6)	(4.7)	(4.2)	(3.7)	(5.6)	(7.7)	(3.9)	(5.1)	(6.5)
Routinely only to special education students	33.9	34.8	46.8	18.0	30.6	37.7	26.9	34.2	37.4	32.6	34.6	38.5	27.3	43.1	48.4
	(2.8)	(5.9)	(4.8)	(3.6)	(3.6)	(4.3)	(5.9)	(4.6)	(4.2)	(3.5)	(5.5)	(7.7)	(3.5)	(5.6)	(8.0)
Routinely only to those with some disabilities	11.7	5.8	7.8	19.9	10.5	13.4	9.6	10.4	13.9	10.9	14.8	10.3	11.4	11.4	12.6
	(1.9)	(2.9)	(2.6)	(3.8)	(2.4)	(3.0)	(3.9)	(3.0)	(3.0)	(2.4)	(4.1)	(4.8)	(2.5)	(3.6)	(5.3)
Occasionally to special education students	13.2	7.5	13.1	16.1	14.9	11.1	12.7	16.7	10.2	14.9	9.6	12.4	10.2	16.1	16.2
	(2.0)	(3.3)	(3.3)	(3.5)	(2.8)	(2.8)	(4.4)	(3.6)	(2.6)	(2.7)	(3.4)	(5.2)	(2.4)	(4.1)	(5.9)
Rarely or never to special education students	0.9	0.0	0.3	2.0	0.9	0.9	0.0	1.1	1.1	0.6	2.1	0.0	1.0	0.0	2.2
	(0.5)	(0.0)	(0.5)	(1.3)	(0.7)	(0.8)	(0.0)	(1.0)	(0.9)	(0.6)	(1.6)	(0.0)	(0.8)	(0.0)	(2.3)
Number of respondents	523	121	194	191	295	227	96	181	246	306	140	73	290	145	71
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*															
Grades 7 or 8	3.0	4.9	3.1	2.2	2.5	3.6	5.1	2.5	2.1	2.7	2.3	6.2	2.9	1.7	5.9
	(1.1)	(3.2)	(2.1)	(1.5)	(1.4)	(1.9)	(3.2)	(1.8)	(1.4)	(1.3)	(2.0)	(4.9)	(1.7)	(1.4)	(3.6)
Grades 9 or 10	24.2	30.8	22.4	23.9	23.7	24.3	22.7	23.6	25.5	21.9	23.6	39.8	29.4	20.0	15.9
	(2.7)	(6.3)	(4.8)	(4.1)	(3.6)	(4.2)	(5.9)	(4.7)	(4.0)	(3.3)	(5.4)	(9.4)	(4.3)	(4.4)	(5.5)
Grades 11 or 12	54.9	55.9	68.2	49.2	57.6	51.3	51.2	57.7	54.6	52.1	55.9	68.8	68.4	41.4	25.3
	(2.7)	(5.8)	(4.6)	(4.2)	(3.6)	(4.2)	(6.0)	(4.7)	(4.1)	(3.5)	(5.4)	(7.3)	(3.5)	(5.1)	(6.3)
Ungraded classes	45.1	39.0	64.2	31.7	43.2	48.3	30.9	48.3	50.4	46.0	42.8	43.1	35.6	53.3	59.6
	(3.3)	(7.4)	(5.7)	(4.7)	(4.4)	(5.2)	(6.9)	(5.8)	(4.9)	(4.1)	(6.8)	(10.4)	(5.0)	(5.6)	(7.6)
Number of respondents	394	81	129	164	226	166	76	127	191	253	96	42	163	142	77

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22B: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work exploration/experience to secondary special ed. students	59.0	64.6	75.8	62.1	64.6	79.6	57.8	72.4	71.6
	(5.2)	(4.7)	(3.9)	(5.4)	(3.1)	(9.8)	(4.2)	(4.2)	(5.2)
Number of respondents	155	181	205	146	437	29	242	207	139
Of students in schools providing work exploration/experience, percentage in schools that provided it:									
Routinely to all students	40.4	36.1	42.7	39.4	39.3	32.2	44.0	39.3	34.3
	(6.7)	(5.7)	(5.2)	(6.7)	(3.8)	(13.1)	(5.5)	(5.3)	(6.3)
Routinely only to special education students	31.4	34.5	35.8	33.1	33.3	59.8	32.2	33.7	40.4
	(6.3)	(5.7)	(5.1)	(6.5)	(3.7)	(13.8)	(5.2)	(5.1)	(6.5)
Routinely only to those with some disabilities	17.8	9.7	6.8	11.1	11.9	0.0	11.3	12.1	8.2
	(5.2)	(3.5)	(2.7)	(4.3)	(2.5)	(0.0)	(3.5)	(3.6)	(3.7)
Occasionally to special education students	9.7	19.3	14.8	16.4	15.0	8.0	12.0	14.6	17.1
	(4.0)	(4.7)	(3.8)	(5.1)	(2.8)	(7.6)	(3.6)	(3.8)	(5.0)
Rarely or never to special education students	0.8	0.4	0.0	0.0	0.5	0.0	0.6	0.3	0.0
	(1.2)	(0.8)	(0.0)	(0.0)	(0.6)	(0.0)	(0.8)	(0.6)	(0.0)
Number of respondents	92	122	155	94	297	22	141	154	103
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*									
Grades 7 or 8	3.9	4.1	2.0	8.8	2.1	3.0	3.1	3.9	3.1
	(2.9)	(2.7)	(1.7)	(4.6)	(1.3)	(4.7)	(2.1)	(2.6)	(2.5)
Grades 9 or 10	24.7	26.5	21.4	29.5	20.3	31.6	29.3	25.3	13.4
	(6.4)	(5.7)	(4.9)	(6.9)	(3.4)	(12.4)	(5.2)	(5.6)	(4.9)
Grades 11 or 12	53.1	52.0	60.1	51.9	55.6	48.0	52.5	61.5	48.9
	(6.4)	(5.8)	(5.1)	(6.7)	(3.7)	(12.1)	(5.1)	(5.3)	(6.5)
Ungraded classes	43.2	44.3	64.1	41.6	49.1	44.7	35.5	55.9	60.1
	(7.7)	(6.9)	(5.9)	(8.3)	(4.4)	(13.9)	(5.9)	(6.7)	(7.2)
Number of respondents	71	90	114	63	229	22	115	102	86

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23A: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in schools that provided job skills training to secondary special education students	73.3 (2.1)	80.5 (4.1)	70.9 (3.9)	71.4 (3.1)	75.6 (2.7)	70.2 (3.3)	69.9 (4.4)	76.3 (3.4)	72.9 (3.2)	74.3 (2.7)	69.5 (4.3)	76.5 (5.4)	76.9 (2.6)	69.2 (4.4)	65.1 (6.7)
Number of respondents	795	170	246	359	458	335	180	262	353	472	205	113	473	198	93
Of students in schools providing job skills training, percentage in schools that provided it:															
Routinely to all students	73.0 (2.5)	68.6 (5.5)	65.3 (4.8)	83.2 (3.0)	73.6 (3.2)	72.6 (3.8)	78.4 (4.7)	73.6 (4.1)	68.9 (3.9)	71.8 (3.2)	76.0 (4.8)	74.8 (6.4)	83.5 (2.6)	53.0 (5.8)	37.9 (8.5)
Routinely only to special education students	17.8 (2.1)	22.9 (5.0)	26.4 (4.5)	6.3 (2.0)	17.1 (2.7)	18.3 (3.3)	9.8 (3.4)	19.0 (3.6)	21.9 (3.5)	17.7 (2.7)	18.2 (4.3)	18.1 (5.7)	8.0 (1.9)	36.4 (5.6)	47.5 (8.7)
Routinely only to those with some disabilities	4.0 (1.1)	3.2 (2.1)	2.9 (1.7)	5.4 (1.8)	3.8 (1.4)	4.4 (1.8)	6.7 (2.9)	2.7 (1.5)	3.6 (1.6)	5.1 (1.6)	2.5 (1.8)	1.7 (1.9)	4.0 (1.3)	4.6 (2.4)	4.8 (3.7)
Occasionally to special education students	5.1 (1.2)	5.3 (2.6)	5.4 (2.3)	5.1 (1.8)	5.5 (1.6)	4.6 (1.8)	5.1 (2.5)	4.7 (1.9)	5.6 (2.0)	5.4 (1.6)	3.3 (2.0)	5.4 (3.3)	4.4 (1.4)	6.0 (2.8)	9.8 (5.2)
Rarely or never to special education students	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Number of respondents	576	131	177	254	339	236	125	200	251	347	142	84	366	132	60
Of students in schools providing job skills training, percentage in schools providing it in:*															
Grades 9 or 10	41.2 (3.1)	28.9 (6.5)	31.3 (5.3)	55.0 (4.4)	43.2 (4.0)	37.9 (4.7)	47.7 (6.8)	40.5 (5.2)	38.0 (4.4)	41.8 (3.8)	31.9 (5.9)	57.8 (8.9)	50.0 (4.4)	33.3 (5.2)	31.3 (7.1)
Grades 11 or 12	72.5 (2.4)	72.8 (5.2)	72.3 (4.3)	76.5 (3.3)	75.5 (3.0)	68.3 (3.9)	72.5 (5.0)	74.5 (4.0)	70.8 (3.6)	70.5 (3.1)	72.5 (4.8)	83.3 (5.3)	88.3 (2.2)	53.4 (5.2)	33.9 (7.1)
Ungraded classes	45.2 (3.4)	37.7 (7.3)	64.4 (5.7)	33.6 (4.8)	43.9 (4.4)	46.7 (5.2)	42.0 (7.4)	47.3 (5.8)	45.2 (4.9)	45.8 (4.1)	40.7 (6.7)	53.1 (10.4)	42.2 (5.1)	52.0 (5.7)	44.5 (7.7)
Number of respondents	394	81	129	164	226	166	76	127	191	253	96	42	163	142	77

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23B: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job skills training to secondary special education students	71.6 (4.7)	73.5 (4.3)	71.6 (4.2)	75.7 (4.7)	73.7 (2.8)	76.1 (10.4)	75.6 (3.7)	71.4 (4.3)	70.5 (5.3)
Number of respondents	155	181	204	146	436	29	242	207	138
Of students in schools providing job skills training, percentage in schools that provided it:									
Routinely to all students	76.7 (5.2)	72.3 (5.1)	63.5 (5.3)	68.7 (5.9)	73.9 (3.3)	46.4 (14.1)	75.9 (4.2)	73.4 (4.8)	56.6 (6.7)
Routinely only to special education students	14.2 (4.3)	17.5 (4.3)	22.0 (4.6)	19.5 (5.0)	15.8 (2.7)	53.6 (14.1)	15.8 (3.6)	16.9 (4.1)	26.6 (6.0)
Routinely only to those with some disabilities	4.5 (2.6)	5.4 (2.6)	4.3 (2.2)	3.6 (2.4)	4.9 (1.6)	0.0 (0.0)	4.8 (2.1)	3.1 (1.9)	7.2 (3.5)
Occasionally to special education students	4.6 (2.6)	4.8 (2.4)	10.2 (3.3)	8.2 (3.5)	5.4 (1.7)	0.0 (0.0)	3.5 (1.8)	6.6 (2.7)	9.6 (4.0)
Rarely or never to special education students	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Number of respondents	110	133	142	110	316	22	176	149	98
Of students in schools providing job skills training, percentage in schools providing it in:*									
Grades 9 or 10	47.7 (7.1)	39.0 (6.2)	33.6 (5.5)	43.8 (7.4)	43.8 (4.1)	18.6 (10.9)	44.4 (5.6)	43.8 (6.2)	27.0 (6.3)
Grades 11 or 12	76.0 (5.1)	70.3 (5.1)	66.6 (4.9)	74.6 (5.5)	73.4 (3.2)	38.4 (12.2)	76.6 (4.1)	72.1 (4.8)	55.8 (6.2)
Ungraded classes	42.3 (7.6)	45.5 (6.9)	50.9 (6.2)	39.5 (8.2)	47.0 (4.4)	63.7 (13.4)	39.9 (6.0)	47.6 (6.7)	53.0 (7.3)
Number of respondents	71	90	114	63	229	22	115	102	86

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* See Appendix for percentage of youth in schools that served each grade level

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in schools that provided job development/placement services to secondary special ed. students	65.1 (2.3)	70.7 (4.7)	70.5 (3.9)	58.6 (3.4)	65.6 (3.0)	64.5 (3.5)	55.3 (4.8)	66.3 (3.8)	70.9 (3.3)	63.9 (2.9)	70.8 (4.2)	60.0 (6.2)	62.8 (2.9)	68.9 (4.4)	70.4 (6.4)
Number of respondents	797	173	247	357	458	337	180	261	356	471	208	113	473	199	94
Of students in schools providing job development/placement services, percentage in schools that provided it:															
Routinely to all students	46.0 (2.9)	52.7 (6.1)	39.9 (5.0)	49.1 (4.4)	49.7 (3.8)	41.2 (4.4)	50.5 (6.5)	49.1 (5.0)	41.0 (4.2)	44.6 (3.8)	54.1 (5.5)	38.1 (7.9)	56.4 (3.8)	33.4 (5.3)	17.9 (6.5)
Routinely only to special education students	28.4 (2.6)	34.3 (5.8)	41.3 (5.0)	14.7 (3.1)	24.1 (3.3)	34.0 (4.3)	17.8 (5.0)	27.7 (4.5)	34.7 (4.0)	28.4 (3.4)	24.1 (4.7)	38.0 (7.9)	21.7 (3.1)	34.0 (5.4)	51.2 (8.5)
Routinely only to those with some disabilities	9.2 (1.7)	3.7 (2.3)	8.1 (2.8)	13.8 (3.1)	9.2 (2.2)	9.3 (2.6)	9.2 (3.8)	8.4 (2.8)	9.8 (2.5)	9.7 (2.2)	7.0 (2.8)	11.7 (5.2)	8.6 (2.1)	10.0 (3.4)	11.7 (5.5)
Occasionally to special education students	13.4 (2.0)	4.0 (2.4)	10.4 (3.1)	19.6 (3.5)	14.1 (2.7)	12.5 (3.0)	16.3 (4.8)	12.7 (3.3)	12.4 (2.8)	14.9 (2.7)	9.8 (3.3)	12.2 (5.3)	10.4 (2.3)	19.9 (4.5)	14.5 (6.0)
Rarely or never to special education students	3.0 (1.0)	5.3 (2.7)	0.3 (0.6)	2.8 (1.5)	2.9 (1.3)	3.1 (1.5)	6.1 (3.1)	2.1 (1.4)	2.1 (1.2)	2.4 (1.2)	4.9 (2.4)	0.0 (0.0)	2.8 (1.3)	2.7 (1.8)	4.6 (3.6)
Number of respondents	528	123	177	215	306	221	99	173	256	303	151	70	304	141	64
Of students in schools providing job development/placement services, percentage in schools providing it in:*															
Grade 10	28.3 (2.8)	37.0 (6.3)	24.6 (4.8)	27.9 (4.2)	27.0 (3.6)	29.5 (4.3)	22.7 (5.7)	29.6 (4.9)	30.1 (4.1)	22.2 (3.2)	33.4 (5.8)	53.1 (8.7)	40.0 (4.3)	15.5 (4.0)	14.4 (5.3)
Grade 11	50.0 (2.8)	52.2 (5.9)	54.6 (4.9)	48.7 (4.2)	50.9 (3.6)	48.7 (4.3)	46.2 (6.0)	52.5 (4.8)	50.1 (4.1)	46.2 (3.5)	52.8 (5.5)	63.7 (7.3)	63.4 (3.6)	32.8 (5.0)	22.7 (6.2)
Grade 12	60.3 (2.6)	59.7 (5.5)	65.4 (4.5)	60.7 (3.9)	62.7 (3.3)	56.9 (4.0)	59.9 (5.6)	61.7 (4.4)	59.5 (3.8)	56.5 (3.3)	65.7 (4.9)	69.2 (6.9)	73.6 (3.1)	44.3 (5.1)	28.2 (6.6)
Ungraded classes	42.1 (3.3)	46.4 (7.4)	50.4 (6.0)	31.4 (4.7)	41.9 (4.4)	42.1 (5.2)	31.7 (7.0)	41.9 (5.9)	48.2 (4.9)	40.9 (4.1)	47.9 (6.9)	39.8 (10.2)	31.5 (4.9)	48.5 (5.7)	57.5 (7.7)
Number of respondents	388	83	125	162	224	162	75	122	191	249	94	42	160	139	77

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job development/placement services to secondary special ed. students	65.0 (4.9)	66.6 (4.6)	74.2 (4.0)	63.9 (5.3)	67.9 (3.0)	80.1 (9.7)	64.2 (4.1)	68.7 (4.4)	74.1 (5.0)
Number of respondents	158	181	203	148	436	29	245	205	139
Of students in schools providing job development/placement services, percentage in schools that provided it:									
Routinely to all students	47.3 (6.5)	46.4 (5.8)	41.3 (5.3)	49.7 (6.8)	46.7 (3.9)	19.1 (10.9)	48.4 (5.3)	49.5 (5.6)	39.9 (6.6)
Routinely only to special education students	22.6 (5.4)	31.8 (5.4)	34.5 (5.2)	29.8 (6.2)	26.1 (3.4)	63.1 (13.3)	26.1 (4.6)	25.7 (4.9)	37.6 (6.5)
Routinely only to those with some disabilities	9.5 (3.8)	8.1 (3.2)	6.1 (2.6)	5.6 (3.1)	9.6 (2.3)	0.0 (0.0)	8.7 (3.0)	7.3 (2.9)	6.3 (3.3)
Occasionally to special education students	15.4 (4.7)	12.1 (3.8)	14.4 (3.8)	11.1 (4.3)	14.7 (2.7)	17.8 (10.6)	13.6 (3.6)	12.6 (3.7)	15.0 (4.8)
Rarely or never to special education students	5.2 (2.9)	1.6 (1.5)	3.7 (2.1)	3.8 (2.6)	3.0 (1.3)	0.0 (0.0)	3.1 (1.8)	4.9 (2.4)	1.1 (1.4)
Number of respondents	101	127	148	96	300	23	157	145	103
Of students in schools providing job development/placement services, percentage in schools providing it in:*									
Grade 10	25.4 (6.0)	26.3 (5.6)	31.6 (5.4)	32.0 (7.0)	25.8 (3.6)	25.4 (11.9)	25.9 (4.9)	36.7 (5.9)	16.9 (5.3)
Grade 11	49.4 (6.2)	47.5 (5.7)	49.8 (5.5)	50.1 (6.8)	48.9 (3.7)	36.7 (12.1)	47.1 (5.0)	53.8 (5.5)	44.9 (6.5)
Grade 12	60.2 (5.7)	57.0 (5.3)	64.7 (4.9)	61.9 (6.0)	61.9 (3.4)	39.7 (12.1)	58.9 (4.6)	64.3 (5.0)	56.5 (6.2)
Ungraded classes	42.8 (7.6)	42.6 (6.9)	60.4 (6.1)	42.8 (8.2)	43.6 (4.5)	62.4 (13.5)	38.9 (6.0)	45.2 (6.9)	59.9 (7.3)
Number of respondents	73	88	110	64	222	22	116	97	84

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Of students in schools providing job development/placement services, percentage in schools that typically:															
Referred students to potential employers	85.9	96.2	90.6	76.9	85.9	85.6	85.2	86.0	86.1	86.6	84.4	86.2	85.1	87.5	92.4
	(2.0)	(2.4)	(3.0)	(3.8)	(2.7)	(3.2)	(4.6)	(3.5)	(3.0)	(2.6)	(4.0)	(5.7)	(2.7)	(3.8)	(4.6)
Transported students to/from interviews	65.2	72.4	67.2	58.6	64.3	67.0	64.9	63.5	66.8	66.7	59.7	69.3	60.9	71.8	77.8
	(2.8)	(5.7)	(4.7)	(4.4)	(3.7)	(4.3)	(6.2)	(4.9)	(4.0)	(3.6)	(5.4)	(7.6)	(3.8)	(5.1)	(7.1)
Trained in interviewing skills	89.5	92.6	91.0	86.4	89.9	88.9	84.2	89.6	92.3	89.0	90.9	89.8	89.2	90.2	92.9
	(1.8)	(3.3)	(2.9)	(3.1)	(2.3)	(2.8)	(4.8)	(3.1)	(2.3)	(2.4)	(3.2)	(5.0)	(2.4)	(3.4)	(4.4)
Reviewed interview experiences	75.6	80.3	80.2	68.1	78.5	71.4	70.2	73.8	80.1	78.3	69.2	77.8	73.8	76.5	84.9
	(2.5)	(5.0)	(4.0)	(4.2)	(3.2)	(4.1)	(6.0)	(4.5)	(3.4)	(3.1)	(5.1)	(6.8)	(3.4)	(4.8)	(6.1)
Helped prepare resumes	65.8	65.2	75.8	57.4	70.2	60.0	63.2	69.7	63.8	68.7	63.4	55.9	66.9	62.0	68.5
	(2.8)	(6.0)	(4.3)	(4.5)	(3.5)	(4.4)	(6.3)	(4.6)	(4.1)	(3.5)	(5.4)	(8.2)	(3.6)	(5.5)	(8.0)
Worked with employers on job modifications	65.5	74.9	71.3	54.1	64.3	66.9	64.5	65.2	66.2	68.4	62.4	60.9	59.6	71.2	87.1
	(2.8)	(5.5)	(4.6)	(4.5)	(3.7)	(4.3)	(6.3)	(4.8)	(4.0)	(3.6)	(5.4)	(8.0)	(3.8)	(5.2)	(5.7)
Number of respondents	517	115	179	209	298	218	99	168	250	299	146	68	295	140	63
Of students in schools providing job development/placement services, average number of special education students who:															
Received job placement services	22	40	23	12	18	28	18	23	24	20	21	36	21	23	27
	(1.7)	(5.4)	(2.7)	(1.0)	(1.7)	(3.4)	(2.1)	(3.2)	(2.9)	(1.5)	(3.6)	(8.5)	(2.2)	(3.4)	(5.7)
Were placed in jobs	12	22	12	7	11	14	9	13	13	11	12	21	12	13	10
	(1.1)	(3.9)	(1.0)	(0.6)	(1.2)	(2.0)	(1.1)	(2.0)	(1.8)	(0.8)	(2.3)	(5.8)	(1.4)	(2.4)	(2.0)
Number of respondents	502	111	167	210	292	208	94	162	244	288	141	68	285	135	61
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	55.9	53.4	63.4	51.5	56.3	55.8	56.8	54.8	56.5	54.8	59.4	53.8	58.6	56.3	40.9
	(1.8)	(3.7)	(2.8)	(2.9)	(2.3)	(2.9)	(3.8)	(2.9)	(2.8)	(2.3)	(3.4)	(5.3)	(2.3)	(3.4)	(5.2)
Number of respondents	482	106	165	198	279	202	89	159	234	279	134	66	273	131	[illegible]

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing job development/placement services, percentage in schools that typically:									
Referred students to potential employers	86.0	84.9	88.2	91.8	83.0	91.9	88.3	82.5	90.4
	(4.6)	(4.3)	(3.5)	(3.9)	(2.9)	(7.8)	(3.5)	(4.3)	(4.0)
Transported students to/from interviews	72.2	59.7	76.1	70.7	66.1	72.3	64.5	73.4	67.1
	(5.9)	(5.8)	(4.6)	(6.4)	(3.7)	(12.8)	(5.2)	(5.0)	(6.3)
Trained in interviewing skills	89.3	86.7	89.9	89.6	89.2	94.4	85.8	91.3	89.5
	(4.1)	(4.0)	(3.2)	(4.3)	(2.4)	(6.6)	(3.8)	(3.2)	(4.1)
Reviewed interview experiences	78.6	73.4	80.2	76.8	74.5	90.0	75.5	80.8	76.9
	(5.4)	(5.3)	(4.3)	(6.0)	(3.4)	(8.6)	(4.6)	(4.5)	(5.7)
Helped prepare resumes	68.1	62.9	70.7	61.2	71.3	55.2	63.6	69.7	73.3
	(6.2)	(5.7)	(4.9)	(6.9)	(3.5)	(14.2)	(5.2)	(5.2)	(5.9)
Worked with employers on job modifications	63.8	64.8	73.1	71.5	62.7	73.2	63.5	68.2	67.2
	(6.4)	(5.7)	(4.8)	(6.4)	(3.8)	(12.6)	(5.2)	(5.3)	(6.3)
Number of respondents	97	123	149	89	298	21	150	144	102
Of students in schools providing job development/placement services, average number of special education students who:									
Received job placement services	16	22	21	29	18	27	19	19	24
	(2.0)	(3.2)	(2.9)	(4.5)	(1.9)	(6.7)	(2.2)	(2.8)	(3.6)
Were placed in jobs	10	12	11	13	10	18	11	10	14
	(1.4)	(1.9)	(1.5)	(2.4)	(1.2)	(3.8)	(1.4)	(1.2)	(2.4)
Number of respondents	95	120	139	92	282	21	148	137	96
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	57.4	55.5	54.3	51.5	56.1	67.9	52.3	60.2	56.9
	(4.6)	(3.3)	(3.1)	(4.1)	(2.3)	(9.8)	(3.4)	(3.5)	(3.9)
Number of respondents	87	118	136	89	272	19	139	134	95

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25A: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in schools that provided postemployment services to secondary special ed. students	37.7	54.0	50.0	21.9	38.0	37.1	32.3	36.8	42.3	37.3	37.7	38.3	36.6	39.0	39.0
	(2.3)	(5.2)	(4.3)	(2.8)	(3.0)	(3.5)	(4.5)	(3.9)	(3.6)	(2.9)	(4.5)	(6.2)	(2.9)	(4.7)	(6.9)
Number of respondents	792	172	246	357	456	334	180	260	352	469	205	113	471	197	94
Of the students in schools providing postemployment services, percentage in schools providing it in:*															
Grade 10	9.6	18.7	9.2	5.6	7.4	11.8	2.1	11.4	12.2	6.4	11.5	26.3	13.8	5.3	3.1
	(1.9)	(5.6)	(3.3)	(2.3)	(2.3)	(3.2)	(2.1)	(3.6)	(3.1)	(2.0)	(4.2)	(8.4)	(3.4)	(2.5)	(2.7)
Grade 11	22.7	33.2	30.1	11.9	22.0	23.2	22.9	20.9	24.1	20.3	19.7	41.0	33.3	11.0	9.6
	(2.6)	(6.2)	(4.8)	(3.2)	(3.4)	(4.0)	(5.6)	(4.4)	(3.8)	(3.1)	(5.0)	(8.7)	(4.2)	(3.4)	(4.5)
Grade 12	39.1	50.7	47.7	28.1	41.8	34.9	37.6	38.9	40.1	35.0	44.4	50.8	52.8	21.9	13.7
	(2.8)	(6.0)	(5.0)	(4.0)	(3.7)	(4.2)	(6.1)	(4.9)	(4.1)	(3.5)	(5.6)	(8.2)	(3.9)	(4.4)	(5.2)
Ungraded classes	22.6	33.9	36.7	4.9	22.3	22.4	14.5	22.0	27.9	22.3	24.2	21.4	11.7	33.7	28.5
	(2.8)	(7.1)	(5.7)	(2.2)	(3.7)	(4.3)	(5.2)	(4.9)	(4.4)	(3.5)	(5.9)	(8.6)	(3.4)	(5.4)	(7.1)
Number of respondents	388	82	129	160	221	165	76	123	189	247	96	42	161	141	75
Of the students in schools providing postemployment services, percentage in schools that typically:															
Contacted only students after employment	7.3	11.9	7.8	1.0	8.2	6.0	2.9	7.6	9.5	9.0	5.1	3.6	5.9	6.8	14.1
	(2.0)	(4.6)	(3.3)	(1.5)	(2.8)	(2.9)	(2.9)	(3.6)	(3.4)	(2.9)	(3.4)	(3.9)	(2.4)	(3.9)	(7.9)
Contacted only employers after employment	0.1	0.0	0.4	0.0	0.2	0.0	0.0	0.0	0.3	0.0	0.6	0.0	0.2	0.0	0.0
	(0.3)	(0.0)	(0.8)	(0.0)	(0.5)	(0.0)	(0.0)	(0.0)	(0.7)	(0.0)	(1.2)	(0.0)	(0.5)	(0.0)	(0.0)
Contacted both students and employers after employment	92.5	88.1	91.8	99.0	91.5	94.0	97.1	92.4	90.2	91.0	94.3	96.4	93.9	93.2	85.9
	(2.1)	(4.6)	(3.4)	(1.5)	(2.8)	(2.9)	(2.9)	(3.6)	(3.4)	(2.9)	(3.6)	(3.9)	(2.4)	(3.9)	(7.9)
Number of respondents	297	93	124	72	177	120	57	96	144	174	78	42	173	77	37
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	12.3	12.4	13.6	8.6	12.9	11.2	10.0	12.7	13.4	12.4	13.0	10.9	9.0	18.1	18.6
	(1.1)	(2.2)	(1.5)	(1.3)	(1.6)	(1.2)	(2.1)	(2.0)	(1.5)	(1.5)	(1.6)	(2.9)	(0.9)	(2.9)	(3.1)
Number of respondents	225	62	105	51	130	94	44	73	108	133	63	25	128	61	28

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25B: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided postemployment services to secondary special ed. students	33.7	37.4	49.6	39.4	37.4	61.8	35.2	41.1	45.9
	(5.0)	(4.7)	(4.6)	(5.4)	(3.1)	(11.8)	(4.0)	(4.7)	(5.8)
Number of respondents	155	181	204	146	435	29	245	205	136
Of the students in schools providing postemployment services, percentage in schools providing it in:*									
Grade 10	6.0	8.8	10.3	8.8	9.3	4.3	7.5	13.9	5.0
	(3.6)	(3.8)	(3.7)	(4.6)	(2.5)	(5.7)	(3.2)	(4.5)	(3.2)
Grade 11	21.0	16.6	23.0	25.4	19.8	20.3	22.1	23.3	15.8
	(5.7)	(4.8)	(4.9)	(6.5)	(3.3)	(10.8)	(4.6)	(5.2)	(5.2)
Grade 12	40.5	35.8	39.7	46.7	37.0	26.6	38.5	43.2	32.0
	(6.3)	(5.7)	(5.3)	(6.8)	(3.7)	(11.6)	(5.0)	(5.6)	(6.5)
Ungraded classes	12.3	26.3	41.8	22.3	23.3	50.0	17.9	23.4	42.0
	(5.1)	(6.2)	(6.1)	(6.9)	(3.8)	(14.0)	(4.7)	(5.7)	(7.4)
Number of respondents	71	88	112	64	223	22	116	100	81
Of the students in schools providing postemployment services, percentage in schools that typically:									
Contacted only students after employment	7.0	6.8	9.1	6.1	6.7	23.3	11.0	1.2	11.1
	(4.7)	(4.0)	(4.0)	(4.2)	(2.6)	(13.7)	(4.6)	(1.6)	(5.4)
Contacted only employers after employment	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.9
	(0.0)	(0.0)	(0.0)	(0.0)	(0.6)	(0.0)	(0.0)	(0.0)	(1.6)
Contacted both students and employers after employment	93.0	93.2	90.9	93.9	93.0	76.7	89.0	98.8	88.0
	(4.7)	(4.0)	(4.0)	(4.2)	(2.7)	(13.7)	(4.6)	(1.6)	(5.5)
Number of respondents	51	71	91	60	163	17	83	86	63
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	9.1	13.3	15.5	14.8	13.1	---	11.0	12.2	16.8
	(1.5)	(2.2)	(2.4)	(3.1)	(1.5)		(1.9)	(2.0)	(3.0)
Number of respondents	36	47	71	40	125	14	52	68	47

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in schools that provided life skills programs to secondary special education students	96.2 (0.9)	96.3 (1.9)	97.4 (1.4)	95.2 (1.5)	95.9 (1.2)	96.6 (1.3)	96.5 (1.8)	94.7 (1.8)	97.4 (1.2)	97.5 (0.9)	93.7 (2.3)	94.4 (3.0)	94.4 (1.4)	99.2 (0.8)	99.2 (1.2)
Number of respondents	792	174	243	355	454	336	182	260	350	470	207	110	467	198	96
Of students in schools providing life skills programs, percentage that provided it:															
Routinely to all students	54.1 (2.4)	44.8 (5.2)	49.2 (4.4)	64.7 (3.4)	55.4 (3.2)	52.6 (3.7)	58.2 (4.9)	54.4 (4.2)	51.0 (3.7)	53.0 (3.1)	54.1 (4.9)	59.2 (6.5)	67.1 (3.0)	35.2 (4.6)	23.0 (5.9)
Routinely only to special education students	31.3 (2.2)	33.8 (5.0)	38.1 (4.3)	22.5 (3.0)	29.1 (2.9)	34.2 (3.5)	26.7 (4.4)	29.8 (3.8)	36.0 (3.5)	31.4 (2.9)	30.8 (4.5)	33.4 (6.2)	19.0 (2.5)	51.2 (4.8)	63.4 (6.7)
Routinely only to those with some disabilities	13.2 (1.6)	20.2 (4.2)	11.7 (2.8)	11.4 (2.3)	13.5 (2.2)	12.9 (2.5)	13.5 (3.4)	14.9 (3.0)	11.5 (2.4)	14.3 (2.2)	14.3 (3.4)	5.2 (2.9)	12.0 (2.1)	13.6 (3.3)	12.9 (4.7)
Occasionally to special education students	1.3 (0.5)	1.2 (1.2)	0.9 (0.9)	1.4 (0.8)	2.0 (0.9)	0.4 (0.4)	1.6 (1.2)	0.9 (0.8)	1.4 (0.9)	1.3 (0.7)	0.8 (0.9)	2.2 (2.0)	1.9 (0.9)	0.0 (0.0)	0.6 (1.1)
Rarely or never to special education students	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Number of respondents	752	165	233	334	430	320	172	244	336	455	190	102	434	194	94
Of students in schools providing life skills programs, percentage providing it in:*															
Grades 7 or 8	30.2 (2.9)	15.6 (5.0)	33.2 (5.3)	37.8 (4.6)	30.8 (3.9)	28.5 (4.3)	40.0 (6.4)	23.6 (4.7)	29.4 (4.2)	30.0 (3.6)	24.5 (5.5)	45.2 (9.4)	34.7 (4.5)	29.6 (5.0)	23.4 (6.2)
Grades 9 or 10	69.5 (2.5)	69.8 (5.4)	60.7 (4.8)	78.4 (3.2)	71.4 (3.2)	67.0 (3.8)	69.0 (5.3)	71.2 (4.2)	68.2 (3.6)	66.7 (3.2)	73.9 (4.6)	75.8 (6.6)	84.7 (2.6)	51.6 (5.1)	32.9 (6.7)
Grades 11 or 12	68.4 (2.4)	72.1 (5.0)	62.4 (4.5)	74.2 (3.3)	70.5 (3.1)	65.6 (3.7)	67.4 (5.2)	71.5 (4.0)	66.4 (3.6)	65.1 (3.1)	73.6 (4.5)	75.8 (6.2)	82.0 (2.6)	51.8 (5.0)	32.9 (6.7)
Ungraded classes	72.1 (3.0)	57.4 (7.3)	79.8 (4.8)	72.4 (4.5)	67.7 (4.1)	79.0 (4.2)	68.1 (6.7)	72.5 (5.2)	74.1 (4.3)	73.7 (3.6)	68.5 (6.3)	66.9 (9.8)	60.6 (5.0)	81.0 (4.4)	84.4 (5.5)
Number of respondents	399	84	128	167	227	170	81	127	191	256	98	42	165	142	80

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided life skills programs to secondary special education students	98.2	95.7	94.2	98.4	96.1	92.3	95.9	97.6	95.3
	(1.4)	(2.0)	(2.2)	(1.4)	(1.3)	(6.6)	(1.7)	(1.4)	(2.5)
Number of respondents	155	181	205	147	436	28	245	206	136
Of students in schools providing life skills programs, percentage that provided it:									
Routinely to all students	51.1	59.6	45.8	58.2	52.6	33.7	55.6	56.4	38.6
	(5.3)	(4.9)	(4.7)	(5.5)	(3.3)	(12.2)	(4.3)	(4.7)	(5.8)
Routinely only to special education students	30.6	28.8	40.8	29.6	32.0	52.4	28.2	29.3	48.8
	(4.9)	(4.5)	(4.7)	(5.1)	(3.1)	(12.9)	(3.9)	(4.3)	(6.0)
Routinely only to those with some disabilities	16.9	10.3	12.4	10.1	14.1	13.9	14.8	13.4	11.0
	(4.0)	(3.0)	(3.1)	(3.4)	(2.3)	(9.0)	(3.1)	(3.2)	(3.7)
Occasionally to special education students	1.3	1.3	1.1	2.1	1.3	0.0	1.4	0.9	1.6
	(1.2)	(1.1)	(1.0)	(1.6)	(0.7)	(0.0)	(1.0)	(0.9)	(1.5)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	150	173	192	142	415	26	231	200	129
Of students in schools providing life skills programs, percentage providing it in:*									
Grades 7 or 8	24.3	38.4	29.3	27.7	33.2	12.5	25.5	41.4	23.5
	(6.1)	(6.2)	(5.4)	(6.8)	(3.9)	(9.0)	(5.0)	(6.1)	(6.0)
Grades 9 or 10	68.4	71.2	62.7	62.4	71.4	48.0	69.7	71.1	54.8
	(5.6)	(4.9)	(5.0)	(6.3)	(3.2)	(12.6)	(4.4)	(4.8)	(6.4)
Grades 11 or 12	71.6	67.2	62.6	67.4	68.9	48.6	69.3	71.8	51.7
	(5.1)	(5.0)	(4.8)	(5.8)	(3.2)	(12.6)	(4.3)	(4.5)	(6.2)
Ungraded classes	69.2	70.7	80.4	72.0	69.6	89.8	68.3	76.9	76.1
	(7.0)	(6.3)	(4.9)	(7.4)	(4.1)	(8.4)	(5.6)	(5.6)	(6.3)
Number of respondents	75	90	115	65	232	22	119	104	85

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION (Continued)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Severity		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*															
Self-care skills	44.9 (2.7)	61.7 (5.7)	45.1 (4.8)	36.5 (3.7)	43.8 (3.5)	46.6 (4.1)	38.8 (5.3)	45.6 (4.5)	48.7 (4.1)	45.0 (3.4)	44.4 (5.3)	45.6 (7.0)	42.0 (3.2)	53.4 (5.7)	59.6 (10.3)
Functional skills (e.g., telling time)	91.3 (1.5)	90.6 (3.4)	91.7 (2.6)	91.2 (2.2)	91.9 (1.9)	90.3 (2.4)	92.8 (2.8)	90.2 (2.7)	91.2 (2.3)	91.7 (1.9)	88.5 (3.4)	95.3 (3.0)	90.4 (1.9)	94.8 (2.5)	94.4 (4.8)
Home care skills (e.g., cooking)	92.0 (1.4)	90.6 (3.4)	91.2 (2.7)	93.2 (1.9)	92.3 (1.9)	92.0 (2.2)	91.5 (3.0)	93.2 (2.3)	91.2 (2.3)	92.5 (1.8)	92.5 (2.8)	88.4 (4.5)	91.8 (1.8)	93.6 (2.8)	94.1 (5.0)
Planning/goal setting	98.8 (0.6)	99.0 (1.2)	96.5 (1.8)	100 (0.0)	98.7 (0.8)	99.2 (0.7)	99.4 (0.8)	99.5 (0.6)	97.6 (1.3)	99.0 (0.7)	98.4 (1.3)	98.0 (2.0)	98.9 (0.7)	98.1 (1.5)	98.1 (2.8)
Social skills (e.g., conflict resolution, self expression)	98.5 (0.7)	97.6 (1.8)	96.5 (1.8)	100 (0.0)	97.8 (1.0)	99.7 (0.4)	99.4 (0.8)	99.5 (0.6)	96.8 (1.4)	98.9 (0.7)	98.9 (1.1)	95.6 (2.9)	98.3 (0.8)	98.8 (1.2)	98.1 (2.8)
Use of community resources	94.3 (1.2)	94.1 (2.8)	90.2 (2.9)	96.9 (1.3)	94.7 (1.6)	94.1 (1.9)	94.5 (2.5)	95.4 (1.9)	93.2 (2.1)	94.3 (1.6)	95.1 (2.3)	93.1 (3.6)	94.9 (1.4)	93.7 (2.8)	92.4 (5.6)
Number of respondents	627	133	198	290	359	267	145	208	274	371	160	92	418	141	42
Percentage in schools with life skills programs for the severely impaired that included training in:**															
Self-care skills	57.6 (3.6)	43.7 (7.7)	70.1 (6.0)	54.8 (5.3)	53.3 (4.8)	62.9 (5.4)	59.2 (7.2)	57.3 (6.2)	56.6 (5.5)	62.1 (4.6)	48.0 (6.7)	57.4 (10.7)	44.1 (4.7)	77.7 (5.7)	95.0 (4.9)
Functional skills (e.g., telling time)	69.3 (3.3)	60.5 (7.6)	79.8 (5.2)	65.8 (5.1)	67.4 (4.5)	71.6 (5.1)	77.9 (6.1)	62.3 (6.1)	69.7 (5.1)	71.9 (4.2)	60.9 (6.5)	78.8 (8.9)	60.6 (4.7)	81.5 (5.3)	95.7 (4.6)
Home care skills (e.g., cooking)	77.5 (3.0)	67.7 (7.3)	84.2 (4.8)	77.4 (4.5)	75.8 (4.1)	79.6 (4.5)	83.9 (5.4)	75.4 (5.4)	74.9 (4.8)	79.5 (3.8)	72.5 (6.0)	78.0 (9.0)	70.6 (4.3)	84.3 (5.0)	100 (0.0)
Planning/goal setting	99.7 (0.4)	99.2 (1.4)	99.5 (1.0)	100 (0.0)	99.4 (0.7)	100 (0.0)	100 (0.0)	99.6 (0.8)	99.5 (0.8)	99.5 (0.7)	100 (0.0)	100 (0.0)	99.7 (0.5)	99.3 (1.1)	100 (0.0)
Social skills (e.g., conflict resolution, self expression)	98.5 (0.9)	100 (0.0)	98.4 (1.6)	97.7 (1.6)	97.7 (1.4)	99.6 (0.7)	98.6 (1.7)	99.6 (0.8)	97.4 (1.8)	98.2 (1.2)	98.9 (1.4)	98.7 (2.4)	97.5 (1.5)	100 (0.0)	100 (0.0)
Use of community resources	94.0 (1.7)	100 (0.0)	93.5 (3.2)	90.8 (3.1)	94.7 (2.1)	92.9 (2.9)	93.6 (3.6)	94.9 (2.7)	93.3 (2.8)	95.0 (2.0)	93.7 (3.3)	88.0 (7.1)	91.6 (2.6)	97.5 (2.1)	97.2 (3.7)
Number of respondents	339	76	107	147	196	142	79	110	150	198	100	39	193	98	37

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* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.

** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*									
Self-care skills	47.9	50.6	50.4	45.7	45.9	77.6	47.8	53.7	43.1
	(5.9)	(5.5)	(5.4)	(6.0)	(3.7)	(12.9)	(4.8)	(5.2)	(7.0)
Functional skills (e.g., telling time)	93.4	92.1	92.1	94.2	91.6	87.1	92.6	93.7	92.0
	(2.9)	(3.0)	(2.9)	(2.8)	(2.0)	(10.3)	(2.5)	(2.5)	(3.8)
Home care skills (e.g., cooking)	91.6	94.0	92.9	89.8	92.8	96.9	89.6	96.5	90.4
	(3.3)	(2.6)	(2.8)	(3.7)	(1.9)	(5.4)	(2.9)	(1.9)	(4.2)
Planning/goal setting	100	99.0	99.4	97.8	100	100	98.7	100	100
	(0.0)	(1.1)	(0.9)	(1.8)	(0.0)	(0.0)	(1.1)	(0.0)	(0.0)
Social skills (e.g., conflict resolution, self expression)	98.8	99.4	98.8	96.9	99.8	100	99.4	98.8	98.1
	(1.3)	(0.8)	(1.2)	(2.1)	(0.3)	(0.0)	(0.8)	(1.1)	(1.9)
Use of community resources	95.4	95.1	92.6	92.3	95.1	100	95.1	93.5	91.1
	(2.5)	(2.4)	(2.8)	(3.2)	(1.6)	(0.0)	(2.1)	(2.6)	(4.0)
Number of respondents	121	144	149	121	335	18	192	171	92
Percentage in schools with life skills programs for the severely impaired that included training in:**									
Self-care skills	58.6	62.8	61.8	49.2	62.3	---	55.0	65.9	67.2
	(8.0)	(7.4)	(6.4)	(8.9)	(4.6)		(6.7)	(6.6)	(7.7)
Functional skills (e.g., telling time)	69.8	76.5	69.8	67.0	72.0	---	71.5	75.7	70.7
	(7.4)	(6.5)	(6.1)	(8.4)	(4.3)		(6.1)	(5.9)	(7.4)
Home care skills (e.g., cooking)	70.6	80.6	80.3	82.1	76.9	---	75.2	79.9	79.5
	(7.4)	(6.1)	(5.2)	(6.8)	(4.0)		(5.8)	(5.5)	(6.6)
Planning/goal setting	100	100	98.5	100	99.4	---	100	100	98.0
	(0.0)	(0.0)	(1.6)	(0.0)	(0.7)		(0.0)	(0.0)	(2.3)
Social skills (e.g., conflict resolution, self expression)	98.5	97.6	98.5	100	97.8	---	97.7	99.5	98.1
	(2.0)	(2.3)	(1.6)	(0.0)	(1.4)		(2.0)	(0.9)	(2.3)
Use of community resources	94.0	91.7	94.5	96.6	92.9	---	92.8	95.2	94.7
	(3.8)	(4.2)	(3.0)	(3.2)	(2.4)		(3.5)	(3.0)	(3.7)
Number of respondents	65	74	100	56	199	12	96	96	69

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* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.

** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*															
Self-care skills	91.2	80.2	95.1	93.7	90.1	92.6	88.1	91.4	93.2	92.0	89.7	89.2	86.3	97.0	96.7
	(1.9)	(5.8)	(2.7)	(2.3)	(2.7)	(2.6)	(4.5)	(3.3)	(2.5)	(2.2)	(4.0)	(6.3)	(3.4)	(2.0)	(2.7)
Functional skills (e.g., telling time)	85.8	93.8	74.8	88.3	83.8	88.5	82.3	85.2	88.8	85.1	89.7	81.9	90.2	78.4	84.6
	(2.3)	(3.5)	(5.5)	(3.1)	(3.3)	(3.2)	(5.3)	(4.1)	(3.1)	(2.9)	(4.0)	(7.8)	(3.0)	(4.8)	(5.5)
Home care skills (e.g., cooking)	88.1	97.4	93.8	80.9	88.2	88.0	87.9	85.0	91.2	89.3	87.6	81.0	86.4	88.8	94.9
	(2.1)	(2.3)	(3.0)	(3.8)	(2.9)	(3.2)	(4.5)	(4.1)	(2.8)	(2.6)	(4.4)	(7.9)	(3.4)	(3.7)	(3.3)
Planning/goal setting	90.8	97.4	93.5	86.9	90.5	91.1	90.9	88.7	92.7	90.2	93.9	87.8	92.7	86.8	93.8
	(1.9)	(2.3)	(3.1)	(3.2)	(2.6)	(2.8)	(4.0)	(3.7)	(2.6)	(2.5)	(3.2)	(6.6)	(2.6)	(3.9)	(3.6)
Social skills (e.g., conflict resolution, self expression)	96.2	100	96.1	95.2	96.8	95.5	97.2	93.8	97.9	96.0	97.8	94.1	97.1	95.2	100
	(1.3)	(0.0)	(2.4)	(2.0)	(1.6)	(2.1)	(2.3)	(2.8)	(1.4)	(1.6)	(1.9)	(4.7)	(1.7)	(2.5)	(0.0)
Use of community resources	89.9	98.6	95.7	82.9	91.8	87.4	95.0	84.7	91.2	89.1	93.4	87.1	92.5	87.0	92.8
	(2.0)	(1.7)	(2.5)	(3.6)	(2.4)	(3.3)	(3.0)	(4.2)	(2.8)	(2.6)	(3.3)	(6.8)	(2.6)	(3.9)	(3.9)
Number of respondents	404	87	115	186	225	179	88	128	188	255	103	45	176	135	81

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* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MENTAL RETARDATION (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*									
Self-care skills	94.9 (3.3)	90.8 (3.9)	89.8 (3.7)	83.7 (6.0)	95.9 (1.7)	---	90.1 (3.7)	93.3 (3.2)	94.6 (3.4)
Functional skills (e.g., telling time)	93.8 (3.6)	81.4 (5.3)	79.7 (5.0)	87.7 (5.3)	84.4 (3.1)	---	86.5 (4.2)	82.1 (4.9)	84.9 (5.3)
Home care skills (e.g., cooking)	93.5 (3.7)	85.6 (4.8)	90.1 (3.7)	95.1 (3.5)	88.8 (2.7)	---	89.9 (3.7)	87.8 (4.2)	93.1 (3.8)
Planning/goal setting	95.0 (3.3)	84.8 (4.9)	88.7 (3.9)	95.1 (3.5)	88.0 (2.8)	---	91.3 (3.5)	88.2 (4.2)	87.9 (4.9)
Social skills (e.g., conflict resolution, self expression)	97.5 (2.4)	95.4 (2.9)	96.3 (2.3)	96.6 (2.9)	95.9 (1.7)	---	96.1 (2.4)	95.2 (2.8)	96.5 (2.7)
Use of community resources	96.0 (2.9)	86.6 (4.6)	92.4 (3.3)	88.2 (5.2)	91.5 (2.4)	---	90.7 (3.6)	87.7 (4.2)	95.1 (3.2)
Number of respondents	75	94	114	68	242	14	116	111	83

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* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27A: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH MENTAL RETARDATION ATTENDED SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage who attended secondary school in communities with educational resources that included:															
Special secondary schools for students with disabilities	62.1	81.1	61.3	51.9	60.6	63.8	61.7	58.9	65.2	61.5	68.1	54.6	56.5	68.7	78.6
	(2.4)	(4.2)	(4.4)	(3.6)	(3.2)	(3.7)	(4.9)	(4.2)	(3.5)	(3.1)	(4.6)	(6.6)	(3.2)	(4.6)	(5.9)
Alternative/continuation schools	57.2	85.0	65.4	35.8	58.9	54.6	58.9	53.4	59.5	59.1	52.0	58.1	50.9	69.5	72.1
	(2.5)	(3.8)	(4.3)	(3.5)	(3.2)	(3.8)	(5.0)	(4.3)	(3.7)	(3.1)	(5.0)	(6.5)	(3.2)	(4.6)	(6.7)
Vocational secondary schools	73.6	93.0	68.5	66.1	72.8	74.5	76.6	70.1	74.7	72.1	75.7	76.6	72.6	74.4	76.6
	(2.1)	(2.7)	(4.1)	(3.3)	(2.8)	(3.3)	(4.2)	(3.8)	(3.2)	(2.8)	(4.1)	(5.5)	(2.8)	(4.3)	(6.1)
Magnet secondary schools	20.6	50.9	18.0	4.0	21.4	19.6	22.0	17.9	22.1	22.6	16.7	17.2	17.3	24.3	26.7
	(2.1)	(5.3)	(3.6)	(1.5)	(2.8)	(3.1)	(4.3)	(3.4)	(3.3)	(2.7)	(3.8)	(5.2)	(2.5)	(4.5)	(6.9)
Postsecondary schools with programs for students with disabilities	63.2	85.7	76.2	46.6	63.3	62.7	64.1	59.2	66.4	60.9	64.9	71.3	63.3	64.3	62.4
	(2.6)	(4.2)	(4.2)	(3.7)	(3.3)	(4.0)	(5.2)	(4.4)	(3.8)	(3.3)	(5.1)	(6.3)	(3.3)	(5.0)	(7.7)
Number of respondents	636	127	185	290	372	263	143	214	279	381	155	95	372	166	73
Percentage who attended secondary school in communities with adult services that included:															
Work facilities for adults with disabilities (e.g., sheltered workshops)	84.9	100	87.7	75.3	85.8	83.6	85.7	81.0	88.1	85.0	82.8	89.3	82.8	87.6	92.0
	(1.7)	(0.0)	(2.9)	(3.0)	(2.2)	(2.7)	(3.5)	(3.2)	(2.3)	(2.2)	(3.5)	(4.0)	(2.3)	(3.2)	(3.8)
Group homes for adults with disabilities	79.6	96.0	88.3	64.1	79.7	79.3	78.2	73.9	85.6	77.3	81.4	88.4	74.9	86.7	87.8
	(2.0)	(2.1)	(2.8)	(3.5)	(2.6)	(3.1)	(4.2)	(3.7)	(2.6)	(2.6)	(3.8)	(4.3)	(2.8)	(3.3)	(4.6)
Public job training programs (e.g., JTPA)	89.2	99.1	92.8	82.3	90.4	87.4	87.8	86.4	92.8	88.7	89.2	92.1	88.1	91.4	91.0
	(1.5)	(1.0)	(2.3)	(2.7)	(1.9)	(2.5)	(3.3)	(2.9)	(1.9)	(2.0)	(3.0)	(3.5)	(2.1)	(2.8)	(4.2)
Centers for independent living	58.6	90.2	70.0	34.3	59.1	58.0	61.4	55.2	60.0	59.3	55.5	61.0	55.6	64.2	58.1
	(2.6)	(3.4)	(4.4)	(3.7)	(3.4)	(4.0)	(5.4)	(4.5)	(3.9)	(3.3)	(5.3)	(6.7)	(3.4)	(4.9)	(7.5)
Advocacy groups for people with disabilities	87.0	98.1	92.5	77.1	87.6	86.0	88.6	82.9	89.5	88.7	83.7	85.2	83.6	93.5	92.9
	(1.6)	(1.5)	(2.3)	(3.0)	(2.1)	(2.6)	(3.2)	(3.2)	(2.2)	(2.0)	(3.6)	(4.7)	(2.4)	(2.4)	(3.6)
Support or social groups for people with disabilities	81.8	96.6	87.9	69.4	82.9	80.1	83.3	79.1	83.2	81.1	82.9	83.6	79.1	84.5	87.3
	(2.0)	(2.0)	(2.9)	(3.5)	(2.5)	(3.1)	(4.0)	(3.6)	(2.8)	(2.5)	(3.8)	(4.9)	(2.7)	(3.6)	(4.9)
Accommodations on public transportation for people with disabilities	68.5	82.3	84.4	51.0	69.7	66.9	68.5	66.8	69.9	67.8	65.8	76.7	67.9	70.4	63.9
	(2.4)	(4.2)	(3.3)	(3.8)	(3.1)	(3.7)	(5.0)	(4.1)	(3.5)	(3.0)	(4.8)	(5.8)	(3.1)	(4.6)	(7.6)
Number of respondents	645	141	198	286	373	271	140	213	292	385	159	96	369	171	74

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27B: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH MENTAL RETARDATION ATTENDED SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended secondary school in communities with educational resources that included:									
Special secondary schools for students with disabilities	61.6 (5.3)	60.2 (4.9)	67.8 (4.5)	68.8 (5.3)	61.1 (3.3)	79.6 (9.8)	63.9 (4.2)	56.3 (4.8)	72.0 (5.4)
Alternative/continuation schools	59.6 (5.4)	55.4 (5.1)	62.5 (4.6)	65.2 (5.5)	54.4 (3.3)	87.1 (8.1)	61.6 (4.3)	51.8 (4.9)	71.6 (5.4)
Vocational secondary schools	74.4 (4.7)	66.7 (4.7)	75.9 (4.0)	80.7 (4.5)	69.3 (3.0)	72.4 (10.9)	71.4 (3.9)	70.5 (4.3)	73.7 (5.2)
Magnet secondary schools	25.8 (4.8)	18.3 (4.1)	21.5 (4.0)	45.6 (6.0)	11.2 (2.2)	57.5 (12.7)	26.1 (4.0)	15.0 (3.6)	28.3 (5.5)
Postsecondary schools with programs for students with disabilities	60.2 (5.9)	59.6 (5.3)	69.6 (4.6)	73.1 (5.7)	59.8 (3.5)	83.9 (9.4)	60.1 (4.7)	62.2 (5.2)	71.2 (5.7)
Number of respondents	116	147	174	106	359	26	193	163	117
Percentage who attended secondary school in communities with adult services that included:									
Work facilities for adults with disabilities (e.g., sheltered workshops)	85.8 (3.7)	83.3 (3.7)	88.0 (3.0)	90.2 (3.3)	81.8 (2.5)	97.2 (4.0)	85.5 (3.0)	83.1 (3.6)	89.9 (3.5)
Group homes for adults with disabilities	83.0 (4.1)	74.2 (4.4)	83.6 (3.5)	82.9 (4.3)	77.9 (2.7)	88.5 (7.7)	78.7 (3.6)	81.0 (3.8)	84.2 (4.2)
Public job training programs (e.g., JTPA)	93.8 (2.7)	80.4 (4.0)	91.4 (2.7)	91.7 (3.2)	86.3 (2.3)	97.2 (4.0)	88.0 (2.9)	87.5 (3.2)	90.7 (3.5)
Centers for independent living	60.8 (5.6)	54.9 (5.3)	64.5 (4.8)	61.8 (5.9)	56.5 (3.5)	88.8 (8.4)	60.9 (4.6)	57.8 (5.1)	65.1 (6.0)
Advocacy groups for people with disabilities	90.1 (3.3)	82.9 (3.8)	92.1 (2.5)	96.2 (2.2)	83.5 (2.5)	96.8 (4.5)	88.6 (2.8)	88.5 (3.1)	89.3 (3.6)
Support or social groups for people with disabilities	88.0 (3.7)	73.4 (4.5)	86.0 (3.4)	86.9 (3.9)	80.3 (2.7)	89.3 (7.8)	82.8 (3.4)	78.6 (4.1)	89.3 (3.7)
Accommodations on public transportation for people with disabilities	68.5 (5.3)	62.5 (4.9)	81.1 (3.9)	74.5 (5.1)	64.8 (3.3)	88.5 (7.7)	68.6 (4.2)	61.9 (4.9)	84.2 (4.5)
Number of respondents	128	155	171	121	365	24	197	175	117

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH MENTAL RETARDATION

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Severity		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage ever received:															
Job training	64.1	66.3	72.0	64.7	67.3	59.9	50.4	63.6	73.6	61.9	69.9	65.8	66.0	65.9	48.1
	(1.9)	(4.1)	(3.4)	(2.9)	(2.4)	(2.9)	(4.0)	(3.3)	(2.5)	(2.5)	(3.7)	(4.1)	(2.4)	(3.7)	(5.6)
Speech/language therapy	51.2	43.8	61.2	50.2	50.2	52.8	53.6	49.8	50.9	57.3	48.4	35.2	38.2	73.3	79.0
	(2.0)	(4.4)	(3.7)	(3.1)	(2.6)	(3.0)	(4.0)	(3.4)	(2.9)	(2.5)	(4.1)	(4.2)	(2.5)	(3.5)	(4.6)
Personal counseling/ therapy	28.4	28.8	33.0	26.1	29.1	27.5	26.9	31.0	27.1	30.7	28.8	20.3	26.1	33.8	28.0
	(1.8)	(4.0)	(3.6)	(2.7)	(2.3)	(2.7)	(3.6)	(3.2)	(2.6)	(2.4)	(3.7)	(3.6)	(2.2)	(3.7)	(5.1)
Occupational therapy/ life skills training	51.9	51.8	55.6	52.1	45.9	60.4	46.9	51.9	55.3	54.9	50.0	44.7	41.4	68.5	71.4
	(1.9)	(4.4)	(3.7)	(3.1)	(2.5)	(2.9)	(4.0)	(3.4)	(2.8)	(2.5)	(4.1)	(4.3)	(2.5)	(3.6)	(5.0)
A tutor, reader, or interpreter	25.8	28.3	27.2	22.6	26.0	25.2	25.9	22.3	28.6	27.6	23.1	23.4	24.9	29.4	19.0
	(1.7)	(4.0)	(3.4)	(2.6)	(2.3)	(2.6)	(3.5)	(2.9)	(2.6)	(2.3)	(3.5)	(3.8)	(2.2)	(3.6)	(4.5)
Physical therapy/mobility training	19.4	15.6	20.1	18.3	20.3	18.4	17.9	17.5	22.1	20.0	17.4	20.3	11.6	25.2	48.8
	(1.6)	(3.2)	(3.0)	(2.4)	(2.1)	(2.3)	(3.1)	(2.6)	(2.4)	(2.1)	(3.1)	(3.5)	(1.6)	(3.4)	(5.6)
Help with transportation because of disability	33.9	42.2	40.3	23.5	33.6	34.5	30.5	31.6	38.3	35.7	35.3	26.9	17.0	61.8	70.2
	(1.9)	(4.4)	(3.7)	(2.6)	(2.4)	(2.9)	(3.7)	(3.2)	(2.8)	(2.5)	(4.0)	(3.9)	(1.9)	(3.8)	(5.1)
Number of respondents	1162	235	314	440	664	492	260	359	539	654	262	231	679	291	144

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH MENTAL RETARDATION

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever received:									
Job training	61.1	71.0	68.3	59.4	67.7	69.5	61.3	71.0	72.8
	(4.1)	(3.7)	(3.7)	(4.1)	(2.5)	(9.3)	(3.3)	(3.6)	(4.4)
Speech/language therapy	54.3	60.8	71.9	45.8	66.5	66.4	51.9	66.6	75.5
	(4.2)	(3.9)	(3.5)	(4.2)	(2.6)	(9.5)	(3.4)	(3.7)	(4.3)
Personal counseling/therapy	31.8	30.3	34.9	23.9	35.6	28.4	26.1	34.1	44.9
	(3.9)	(3.7)	(3.7)	(3.6)	(2.6)	(9.1)	(3.0)	(3.7)	(4.9)
Occupational therapy/life skills training	43.1	55.5	67.7	41.0	59.9	52.8	43.5	58.8	71.4
	(4.1)	(4.0)	(3.7)	(4.2)	(2.7)	(10.1)	(3.4)	(3.8)	(4.5)
A tutor, reader, or interpreter	31.4	29.0	39.4	32.6	32.6	16.9	29.9	33.9	39.7
	(3.9)	(3.7)	(3.8)	(4.0)	(2.6)	(7.6)	(3.1)	(3.7)	(4.9)
Physical therapy/mobility training	19.1	17.5	28.6	14.7	26.4	16.1	17.6	20.5	32.9
	(3.3)	(3.1)	(3.6)	(3.0)	(2.4)	(7.4)	(2.6)	(3.2)	(4.7)
Help with transportation because of disability	35.0	33.6	48.3	34.7	39.5	49.2	32.3	42.4	51.5
	(4.0)	(3.8)	(3.9)	(4.1)	(2.7)	(10.1)	(3.2)	(3.9)	(5.0)
Number of respondents	237	266	280	241	605	42	367	300	186

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH MENTAL RETARDATION (Continued)

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage received in past year:															
Job training	51.6	54.1	60.3	53.0	54.5	47.9	45.7	56.2	51.8	59.1	62.7	15.0	51.7	56.0	41.0
	(1.9]	(4.4)	(3.7)	(3.1)	(2.5]	(3.0)	(4.0)	(3.4)	(2.9)	(2.5)	(3.9)	(3.1)	(2.5)	(3.9)	(5.5)
Speech/language therapy	29.3	21.3	36.6	30.3	29.7	28.7	34.7	27.8	27.0	37.0	27.2	6.8	16.6	49.0	57.4
	(1.8)	(3.6)	(3.7)	(2.8)	(2.4)	(2.7)	(3.8)	(3.1)	(2.6)	(2.5)	(3.7)	(2.2)	(1.9)	(3.9)	(5.6)
Personal counseling/ therapy	18.6	18.9	18.1	17.9	19.5	17.4	18.5	23.8	14.1	23.1	18.9	3.2	16.5	21.8	22.0
	(1.5)	(3.4)	(2.9)	(2.4)	(2.1)	(2.3)	(3.1)	(2.9)	(2.0)	(2.2)	(3.2)	(1.6)	(1.9)	(3.3)	(4.7)
Occupational therapy/ life skills training	39.3	40.2	44.6	38.0	35.2	45.0	39.4	42.4	36.6	48.1	40.3	10.1	29.1	56.4	55.8
	(1.9)	(4.3)	(3.8)	(3.0)	(2.4)	(3.0)	(3.9)	(3.4)	(2.8)	(2.6)	(4.0)	(2.6)	(2.3)	(3.9)	(5.5)
A tutor, reader, or interpreter	13.6	16.4	13.3	12.6	13.1	14.3	15.0	14.6	11.7	17.2	12.5	2.5	12.4	16.8	11.6
	(1.3)	(3.3)	(2.6)	(2.1)	(1.8)	(2.1)	(2.9)	(2.4)	(1.9)	(2.0)	(2.7)	(1.4)	(1.7)	(2.9)	(3.7)
Physical therapy/mobility training	11.7	9.0	11.8	11.0	12.8	10.3	14.6	9.8	11.3	13.8	11.0	5.7	6.1	13.0	37.5
	(1.3)	(2.5)	(2.4)	(1.9)	(1.7)	(1.8)	(2.9)	(2.1)	(1.8)	(1.8)	(2.6)	(2.0)	(1.2)	(2.7)	(5.4)
Help with transportation because of disability	70.5	73.5	79.5	71.6	71.0	70.0	76.5	76.5	61.4	81.6	84.9	17.8	64.8	80.2	80.9
	(1.8)	(3.9)	(3.1)	(2.8)	(2.3)	(2.8)	(3.4)	(2.9)	(2.8)	(2.0)	(3.0)	(3.4)	(2.4)	(3.1)	(4.4)
Number of respondents	1159	234	313	440	661	492	258	359	538	653	262	231	678	291	142

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH MENTAL RETARDATION (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in past year:									
Job training	49.1 (4.2)	58.6 (4.0)	60.5 (3.9)	46.7 (4.2)	56.4 (2.7)	63.1 (9.7)	49.3 (3.4)	59.1 (3.8)	64.4 (4.8)
Speech/language therapy	26.6 (3.7)	32.9 (3.8)	42.0 (3.9)	22.0 (3.5)	37.1 (2.6)	45.6 (10.1)	24.5 (2.9)	35.6 (3.8)	49.7 (5.0)
Personal counseling/ therapy	18.4 (3.2)	21.4 (3.3)	19.9 (3.1)	14.6 (3.0)	22.4 (2.3)	22.4 (8.4)	16.0 (2.5)	20.6 (3.2)	29.9 (4.5)
Occupational therapy/ life skills training	30.8 (3.9)	43.4 (4.0)	52.6 (3.9)	29.4 (3.9)	46.1 (2.7)	45.3 (10.1)	31.6 (3.2)	43.1 (3.9)	61.3 (4.8)
A tutor, reader, or interpreter	18.3 (3.3)	14.0 (2.8)	18.5 (3.1)	17.7 (3.3)	17.1 (2.1)	7.5 (5.3)	13.8 (2.4)	18.4 (3.0)	23.4 (4.2)
Physical therapy/mobility training	10.5 (2.6)	10.4 (2.5)	16.8 (2.9)	9.6 (2.5)	16.2 (2.0)	7.3 (5.2)	9.7 (2.0)	11.9 (2.5)	19.7 (4.0)
Help with transportation because of disability	62.9 (4.1)	69.7 (3.7)	77.7 (3.3)	58.0 (4.2)	73.6 (2.4)	72.5 (9.0)	66.0 (3.3)	68.7 (3.6)	76.8 (4.2)
Number of respondents	237	266	278	240	604	42	367	299	186

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Average number:															
Services ever received	2.7 (0.1)	2.7 (0.1)	3.1 (0.1)	2.5 (0.1)	2.7 (0.1)	2.7 (0.1)	2.5 (0.1)	2.7 (0.1)	2.9 (0.1)	2.8 (0.1)	2.7 (0.1)	2.3 (0.1)	2.2 (0.1)	3.5 (0.1)	3.5 (0.2)
Services received in past year	2.3 (0.1)	2.3 (0.1)	2.6 (0.1)	2.3 (0.1)	2.3 (0.1)	2.3 (0.1)	2.4 (0.1)	2.5 (0.1)	2.1 (0.1)	2.8 (0.1)	2.5 (0.1)	0.6 (0.1)	1.9 (0.1)	2.9 (0.1)	3.0 (0.2)
Number of respondents	1200	240	321	455	687	510	268	369	563	668	274	246	700	301	154
Of those in secondary school in the past year, percentage receiving that year from their school:*															
Job training	57.8 (2.1)	63.0 (4.7)	64.2 (3.9)	57.7 (3.3)	61.7 (2.8)	52.6 (3.3)	47.3 (4.1)	58.6 (3.5)	67.2 (3.4)	58.0 (2.5)	59.1 (4.0)	---	58.9 (2.8)	60.4 (4.2)	43.6 (6.1)
Speech/language therapy	33.6 (2.1)	23.8 (4.2)	40.4 (4.1)	34.0 (3.2)	34.4 (2.8)	32.3 (3.1)	34.9 (3.9)	29.5 (3.3)	37.2 (3.5)	36.6 (2.5)	25.9 (3.6)	---	20.0 (2.3)	55.3 (4.3)	60.9 (6.0)
Personal counseling/ therapy	16.7 (1.6)	17.7 (3.7)	14.2 (2.9)	16.7 (2.6)	17.8 (2.2)	15.2 (2.4)	14.0 (2.9)	19.1 (2.8)	16.3 (2.7)	17.8 (2.0)	13.9 (2.8)	---	14.8 (2.0)	18.3 (3.4)	21.8 (5.1)
Occupational therapy/ life skills training	44.8 (2.2)	46.6 (4.8)	48.1 (4.1)	42.4 (3.4)	39.5 (2.8)	51.8 (3.3)	39.8 (4.0)	45.6 (3.6)	48.7 (3.6)	47.5 (2.6)	38.3 (3.9)	---	34.3 (2.7)	63.4 (4.2)	58.2 (6.0)
A tutor, reader, or interpreter	12.7 (1.5)	15.0 (3.5)	9.8 (2.5)	13.3 (2.3)	13.2 (2.0)	12.1 (2.2)	10.5 (2.5)	14.0 (2.5)	13.4 (2.5)	13.9 (1.8)	9.8 (2.5)	---	11.8 (1.9)	15.1 (3.1)	11.2 (3.9)
Physical therapy/mobility training	11.4 (1.4)	9.6 (2.9)	9.9 (2.5)	10.4 (2.1)	12.6 (1.9)	9.9 (2.0)	12.8 (2.8)	9.3 (2.1)	12.7 (2.4)	12.3 (1.7)	9.2 (2.4)	---	5.9 (1.4)	14.4 (3.1)	32.0 (5.8)
Help with transportation because of disability	26.9 (1.9)	30.4 (4.5)	35.1 (3.9)	18.2 (2.6)	27.8 (2.6)	25.5 (2.9)	22.8 (3.5)	24.7 (3.1)	33.6 (3.4)	27.3 (2.3)	26.5 (3.7)	---	10.4 (1.7)	50.5 (4.3)	62.8 (6.0)
Number of respondents	925	192	266	360	523	400	248	331	345	653	262	0	529	240	119
Of those in secondary school in the past year, average number of services received that year from school*	2.0 (0.1)	2.0 (0.1)	2.2 (0.1)	1.9 (0.1)	2.0 (0.1)	2.0 (0.1)	1.8 (0.1)	2.0 (0.1)	2.2 (0.1)	2.1 (0.1)	1.8 (0.1)	---	1.5 (0.1)	2.7 (0.1)	2.9 (0.2)
Number of respondents	954	197	273	369	538	414	257	339	358	668	274	0	547	246	124

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* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH MENTAL RETARDATION (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average number:									
Services ever received	2.7	3.0	3.6	2.5	3.2	3.0	2.6	3.3	3.9
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.3)	(0.1)	(0.1)	(0.2)
Services received in past year	2.1	2.5	2.9	1.9	2.6	2.6	2.1	2.6	3.2
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.3)	(0.1)	(0.1)	(0.2)
Number of respondents	244	267	281	250	620	42	376	302	187
Of those in secondary school in the past year, percentage receiving that year from their school:*									
Job training	53.4	62.4	62.6	50.6	60.8	68.0	55.7	58.8	68.7
	(4.6)	(4.4)	(4.2)	(4.7)	(2.9)	(10.0)	(3.8)	(4.2)	(5.0)
Speech/language therapy	31.5	38.2	44.8	25.3	41.4	50.3	29.5	38.3	54.6
	(4.3)	(4.4)	(4.3)	(4.1)	(3.0)	(10.8)	(3.5)	(4.1)	(5.4)
Personal counseling/ therapy	16.4	16.9	14.7	13.5	18.1	19.2	14.5	15.4	24.9
	(3.4)	(3.4)	(3.0)	(3.2)	(2.3)	(8.5)	(2.7)	(3.1)	(4.7)
Occupational therapy/ life skills training	35.5	49.3	54.7	34.5	49.9	50.0	37.6	45.1	66.0
	(4.4)	(4.5)	(4.3)	(4.5)	(3.0)	(10.8)	(3.7)	(4.2)	(5.2)
A tutor, reader, or interpreter	16.5	14.8	17.1	15.9	16.2	4.9	13.3	16.8	19.5
	(3.5)	(3.2)	(3.2)	(3.5)	(2.2)	(4.7)	(2.6)	(3.2)	(4.3)
Physical therapy/mobility training	11.2	10.3	16.2	11.1	14.4	6.4	10.4	12.0	18.0
	(3.0)	(2.7)	(3.2)	(3.0)	(2.1)	(5.3)	(2.4)	(2.8)	(4.2)
Help with transportation because of disability	25.9	25.5	37.0	20.5	32.7	39.3	25.6	30.3	40.6
	(4.1)	(3.9)	(4.1)	(3.9)	(2.8)	(10.5)	(3.4)	(3.9)	(5.3)
Number of respondents	193	212	235	192	493	37	293	253	155
Of those in secondary school in the past year, average number of services received that year from school*	1.9	2.2	2.5	1.7	2.3	2.4	1.9	2.2	2.9
	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.3)	(0.1)	(0.1)	(0.2)
Number of respondents	198	213	236	200	499	37	299	256	156

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* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage received vocational services:															
Never	60.8	67.5	56.0	58.6	58.1	64.2	79.2	62.2	47.8	65.7	53.0	49.3	60.6	56.6	75.5
	(2.2)	(4.6)	(4.3)	(3.6)	(3.0)	(3.3)	(3.9)	(3.8)	(3.3)	(2.7)	(5.0)	(5.4)	(2.9)	(4.3)	(5.5)
For less than 6 months	7.0	6.0	6.6	8.7	5.5	9.1	5.8	7.5	7.4	5.4	9.7	10.8	8.2	6.7	0.7
	(1.2)	(2.3)	(2.1)	(2.1)	(1.4)	(2.0)	(2.2)	(2.1)	(1.7)	(1.3)	(2.9)	(3.3)	(1.6)	(2.2)	(1.1)
6 to 12 months	14.3	11.6	12.4	18.0	15.8	12.2	10.7	15.7	15.3	14.9	11.6	15.0	14.6	17.1	6.3
	(1.6)	(3.1)	(2.8)	(2.8)	(2.2)	(2.2)	(3.0)	(2.9)	(2.4)	(2.0)	(3.2)	(3.8)	(2.1)	(3.3)	(3.1)
13 to 24 months	9.5	7.8	14.1	6.8	10.8	7.8	3.9	10.1	12.6	8.3	11.7	12.0	9.5	9.8	6.6
	(1.3)	(2.6)	(3.0)	(1.8)	(1.9)	(1.8)	(1.9)	(2.4)	(2.2)	(1.6)	(3.2)	(3.5)	(1.8)	(2.6)	(3.2)
More than 24 months	8.4	7.1	10.9	7.9	9.7	6.6	0.4	4.4	16.9	5.7	13.9	13.0	7.1	9.8	10.8
	(1.3)	(2.5)	(2.7)	(2.0)	(1.8)	(1.7)	(0.6)	(1.6)	(2.5)	(1.3)	(3.4)	(3.6)	(1.5)	(2.6)	(4.0)
Number of respondents	888	193	249	321	497	391	185	281	422	538	188	162	496	246	114
Percentage received following hours of vocational services in the past year:															
None	43.9	39.1	33.1	43.5	39.8	49.4	54.6	42.4	37.7	44.6	39.1	47.2	40.4	44.3	63.7
	(2.0)	(4.5)	(3.7)	(3.2)	(2.6)	(3.1)	(4.1)	(3.5)	(3.0)	(2.7)	(4.0)	(4.9)	(2.6)	(4.2)	(5.7)
Fewer than 80 hours	3.7	5.9	4.2	2.1	3.2	4.4	6.1	3.9	1.7	4.1	3.0	2.6	3.6	3.0	2.9
	(0.8)	(2.2)	(1.6)	(0.9)	(0.9)	(1.3)	(2.0)	(1.4)	(0.8)	(1.1)	(1.4)	(1.6)	(1.0)	(1.4)	(2.0)
80 to 240 hours	26.3	24.2	31.4	29.1	27.8	24.4	25.8	29.2	24.1	27.5	26.2	22.1	26.3	30.1	17.2
	(1.8)	(3.9)	(3.7)	(2.9)	(2.4)	(2.7)	(3.6)	(3.2)	(2.6)	(2.4)	(3.6)	(4.1)	(2.3)	(3.9)	(4.4)
241 to 600 hours	22.4	23.9	27.5	22.7	25.3	18.2	12.6	21.6	30.0	21.6	23.9	24.0	26.3	16.9	13.5
	(1.7)	(3.9)	(3.5)	(2.7)	(2.3)	(2.4)	(2.7)	(2.9)	(2.8)	(2.2)	(3.5)	(4.2)	(2.3)	(3.2)	(4.0)
More than 600 hours	3.7	6.9	3.8	2.5	3.8	3.6	0.8	2.9	6.5	2.1	7.8	4.2	3.4	5.7	2.8
	(0.8)	(2.3)	(1.5)	(1.0)	(1.0)	(1.2)	(0.7)	(1.2)	(1.5)	(0.8)	(2.2)	(2.0)	(1.0)	(2.0)	(1.9)
Number of respondents	1065	217	291	417	606	456	250	341	474	607	261	186	637	255	133
Average hours of vocational services provided recipients in past year	163	201	193	153	177	145	96.6	157	216	147	209	166	175	167	108
	(8.8)	(24.6)	(16.2)	(12.0)	(11.8)	(13.0)	(12.4)	(14.0)	(15.6)	(10.0)	(22.2)	(21.8)	(11.0)	(20.5)	(23.0)
Number of respondents	1065	217	291	417	606	456	250	341	474	607	261	186	637	255	133

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH MENTAL RETARDATION

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received vocational services:									
Never	65.0	61.0	51.9	68.4	55.1	85.4	70.5	50.8	52.3
	(4.0)	(3.9)	(4.0)	(4.0)	(2.8)	(7.4)	(3.1)	(3.9)	(5.0)
For less than 6 months	6.1	7.8	9.0	6.3	8.4	0.0	6.5	9.0	6.1
	(2.0)	(2.2)	(2.3)	(2.1)	(1.5)	(0.0)	(1.7)	(2.3)	(2.4)
6 to 12 months	14.1	12.0	16.1	12.7	15.4	6.1	11.6	17.7	13.7
	(2.9)	(2.6)	(2.9)	(2.9)	(2.0)	(5.0)	(2.2)	(3.0)	(3.4)
13 to 24 months	5.9	13.1	12.3	5.8	11.5	5.5	6.7	11.9	13.7
	(2.0)	(2.7)	(2.6)	(2.0)	(1.8)	(4.8)	(1.7)	(2.6)	(3.4)
More than 24 months	8.9	6.0	10.8	6.8	9.6	2.9	4.7	10.7	14.2
	(2.4)	(1.9)	(2.5)	(2.2)	(1.6)	(3.5)	(1.5)	(2.4)	(3.5)
Number of respondents	238	266	275	239	586	39	367	297	186
Percentage received following hours of vocational services in the past year:									
None	48.7	39.9	42.8	51.3	43.8	36.2	47.1	41.9	39.1
	(4.4)	(4.1)	(4.3)	(4.5)	(2.9)	(10.2)	(3.6)	(4.2)	(5.2)
Fewer than 80 hours	3.3	3.1	2.5	3.4	3.5	6.7	4.0	1.8	5.0
	(1.6)	(1.5)	(1.4)	(1.6)	(1.1)	(5.3)	(1.4)	(1.1)	(2.3)
80 to 240 hours	27.0	25.9	24.5	22.4	25.7	32.3	25.2	26.1	29.0
	(3.9)	(3.7)	(3.7)	(3.7)	(2.5)	(9.9)	(3.1)	(3.8)	(4.8)
241 to 600 hours	17.0	28.2	27.3	19.3	24.1	18.9	21.1	25.4	23.3
	(3.3)	(3.8)	(3.9)	(3.5)	(2.5)	(8.3)	(2.9)	(3.7)	(4.5)
More than 600 hours	4.1	2.9	2.9	3.6	2.9	6.0	2.6	4.8	3.5
	(1.7)	(1.4)	(1.5)	(1.7)	(1.0)	(5.0)	(1.1)	(1.8)	(2.0)
Number of respondents	216	242	231	224	527	38	343	250	159
Average hours of vocational services provided recipients in past year	149	171	172	142	159	191	150	178	170
	(19.5)	(16.5)	(18.1)	(18.5)	(11.4)	(51.2)	(15.4)	(18.1)	(21.6)
Number of respondents	216	242	231	224	527	38	343	250	159

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage received in the past year:															
Testing/assessment	15.4	10.2	16.6	17.2	16.8	13.6	6.0	17.3	19.9	15.3	20.4	10.4	12.7	22.0	10.7
	(1.6)	(3.0)	(3.3)	(2.8)	(2.3)	(2.3)	(2.3)	(3.1)	(2.7)	(2.1)	(4.0)	(3.2)	(2.0)	(3.7)	(4.0)
Job skills training	14.7	10.0	19.7	16.5	16.5	12.5	8.2	15.2	18.5	15.0	18.2	9.4	16.1	13.0	10.6
	(1.6)	(3.0)	(3.4)	(2.7)	(2.2)	(2.2)	(2.6)	(2.8)	(2.6)	(2.0)	(3.8)	(3.1)	(2.2)	(2.9)	(3.9)
Basic skills training	18.6	12.2	25.6	20.6	18.9	18.2	9.8	21.1	22.1	20.4	21.1	8.2	15.1	28.6	11.1
	(1.8)	(3.2)	(3.8)	(3.0)	(2.4)	(2.6)	(2.8)	(3.2)	(2.8)	(2.3)	(4.0)	(2.9)	(2.1)	(3.9)	(4.0)
Career counseling	12.0	9.6	12.4	13.8	12.1	12.0	5.9	14.9	13.6	12.6	14.2	7.0	12.0	14.0	5.2
	(1.5)	(2.9)	(2.9)	(2.5)	(2.0)	(2.2)	(2.2)	(2.8)	(2.3)	(1.9)	(3.5)	(2.7)	(1.9)	(3.1)	(2.8)
Job placement services	12.5	8.2	16.3	13.5	13.2	11.5	5.1	14.5	15.4	12.4	15.7	9.0	13.2	12.9	6.1
	(1.5)	(2.7)	(3.2)	(2.5)	(2.0)	(2.2)	(2.1)	(2.8)	(2.4)	(1.9)	(3.6)	(3.0)	(2.0)	(2.9)	(3.0)
Number of respondents	856	185	234	311	474	382	184	263	405	515	178	161	480	234	111
Percentage received vocational services in the past year from:**															
Secondary school	77.9	81.0	74.6	84.4	77.4	78.8	92.4	80.0	69.3	79.2	75.6	75.6	86.5	60.0	57.5
	(2.5)	(5.8)	(4.8)	(3.3)	(3.3)	(4.0)	(3.8)	(4.1)	(4.0)	(3.2)	(5.3)	(6.7)	(2.6)	(5.8)	(11.4)
Special school	45.1	65.1	49.0	24.3	44.4	45.7	42.4	39.1	50.1	44.1	50.4	38.7	25.6	61.3	79.8
	(3.4)	(7.3)	(5.8)	(5.0)	(4.4)	(5.3)	(9.4)	(6.0)	(4.5)	(4.4)	(6.6)	(9.2)	(4.3)	(5.5)	(7.7)
Postsecondary school	0.2	0.0	0.0	0.6	0.4	0.0	0.0	0.6	0.1	0.3	0.0	0.3	0.3	0.2	0.0
	(0.2)	(0.0)	(0.0)	(0.6)	(0.4)	(0.0)	(0.0)	(0.6)	(0.2)	(0.3)	(0.0)	(0.6)	(0.4)	(0.4)	(0.0)
Family member/friend	5.9	4.6	9.1	5.8	7.0	4.1	7.3	7.6	4.1	7.5	3.7	0.0	5.4	7.9	4.2
	(1.9)	(4.1)	(4.0)	(2.9)	(2.6)	(2.5)	(6.1)	(3.6)	(2.1)	(2.6)	(2.9)	(0.0)	(2.5)	(3.6)	(5.4)
Employer/military	3.6	2.7	3.9	4.3	3.5	3.8	3.3	4.1	3.3	3.7	3.2	3.4	5.7	1.5	0.0
	(1.5)	(3.2)	(2.7)	(2.5)	(1.9)	(2.4)	(4.2)	(2.7)	(1.9)	(1.9)	(2.7)	(4.2)	(2.5)	(1.7)	(0.0)
Vocational Rehabilitation	40.4	48.6	37.3	42.9	44.2	33.6	27.2	40.0	44.5	32.1	52.4	56.4	50.3	16.2	30.6
	(3.4)	(8.4)	(6.0)	(5.3)	(4.4)	(5.4)	(9.0)	(5.8)	(4.7)	(4.2)	(6.7)	(9.0)	(4.5)	(4.8)	(11.7)
Government jobs program	1.0	4.2	0.0	0.7	0.5	1.7	0.0	0.0	2.0	1.4	0.0	0.0	1.4	0.6	0.0
	(0.8)	(3.9)	(0.0)	(1.1)	(0.7)	(1.6)	(0.0)	(0.0)	(1.5)	(1.2)	(0.0)	(0.0)	(1.3)	(1.0)	(0.0)
Hospital/institution	0.9	0.0	0.6	1.2	1.1	0.6	0.0	0.0	1.9	0.0	0.0	6.8	0.0	0.0	7.6
	(0.7)	(0.0)	(1.0)	(1.4)	(1.0)	(1.0)	(0.0)	(0.0)	(1.4)	(0.0)	(0.0)	(5.0)	(0.0)	(0.0)	(5.9)
Other sources	19.0	11.1	23.1	18.2	17.4	21.4	3.6	14.9	26.6	13.8	17.7	46.0	18.7	23.4	11.4
	(3.0)	(6.0)	(5.7)	(4.7)	(3.8)	(5.0)	(4.2)	(4.8)	(4.5)	(3.4)	(5.8)	(10.0)	(4.2)	(5.6)	(7.1)
Number of respondents	286	48	97	109	170	116	31	93	162	176	75	35	148	100	26

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH MENTAL RETARDATION (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in the past year:									
Testing/assessment	10.3	14.5	25.6	10.8	18.9	4.3	9.9	19.7	24.3
	(2.6)	(2.9)	(3.6)	(2.7)	(2.2)	(4.2)	(2.1)	(3.2)	(4.4)
Job skills training	11.6	13.5	22.5	12.3	16.8	2.7	10.6	17.4	21.7
	(2.7)	(2.8)	(3.3)	(2.8)	(2.1)	(3.4)	(2.1)	(3.0)	(4.1)
Basic skills training	14.0	17.9	29.4	9.3	23.7	4.3	9.7	24.4	34.4
	(3.0)	(3.1)	(3.6)	(2.5)	(2.4)	(4.2)	(2.1)	(3.4)	(4.8)
Career counseling	9.4	10.1	20.4	10.5	13.2	4.3	8.6	15.9	15.2
	(2.5)	(2.5)	(3.2)	(2.7)	(1.9)	(4.2)	(1.9)	(2.9)	(3.7)
Job placement services	11.3	11.2	18.7	10.9	13.9	0.0	8.0	18.7	15.3
	(2.7)	(2.6)	(3.1)	(2.7)	(1.9)	(0.0)	(1.9)	(3.1)	(3.6)
Number of respondents	230	255	261	235	561	40	360	284	175
Percentage received vocational services in the past year from:**									
Secondary school	75.1	75.7	67.3	76.1	72.6	---	79.1	73.6	64.2
	(5.8)	(5.0)	(5.1)	(6.1)	(3.4)		(4.6)	(4.8)	(6.4)
Special school	42.3	42.9	40.2	48.2	37.4	---	48.0	34.2	46.0
	(7.2)	(6.5)	(5.5)	(7.5)	(4.0)		(6.3)	(5.5)	(6.9)
Postsecondary school	0.6	0.0	0.2	0.0	0.4	---	0.0	0.8	0.0
	(0.7)	(0.0)	(0.4)	(0.0)	(0.4)		(0.0)	(0.7)	(0.0)
Family member/friend	6.8	7.1	3.5	3.1	6.3	---	5.8	2.3	10.8
	(4.2)	(3.8)	(2.2)	(3.1)	(2.2)		(3.6)	(1.9)	(4.7)
Employer/military	3.0	2.9	5.0	2.4	4.3	---	1.6	4.6	3.6
	(2.8)	(2.5)	(2.7)	(2.7)	(1.8)		(1.9)	(2.7)	(2.8)
Vocational Rehabilitation	34.6	28.9	27.7	32.8	31.6	---	43.3	29.4	13.8
	(7.3)	(6.3)	(5.3)	(7.6)	(4.0)		(6.8)	(5.5)	(5.1)
Government jobs program	0.0	0.7	0.9	0.8	1.1	---	2.2	0.7	0.0
	(0.0)	(1.2)	(1.2)	(1.6)	(0.9)		(2.2)	(1.1)	(0.0)
Hospital/institution	0.0	0.0	0.0	2.2	0.6	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(2.6)	(0.7)		(0.0)	(0.0)	(0.0)
Other sources	20.0	22.5	15.6	13.4	20.2	---	16.7	23.3	17.9
	(6.7)	(6.2)	(4.4)	(6.1)	(3.6)		(5.7)	(5.4)	(5.8)
Number of respondents	61	79	117	55	216	4	76	115	81

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage received counseling/therapy:															
Never	75.2	77.6	67.0	80.8	73.7	77.3	74.2	74.6	76.4	74.8	71.0	81.8	75.8	71.9	80.2
	(2.0)	(4.1)	(4.1)	(2.9)	(2.7)	(2.9)	(4.2)	(3.5)	(2.8)	(2.5)	(4.5)	(4.2)	(2.6)	(3.9)	(5.2)
For just a few days	3.0	4.5	3.2	3.1	3.8	2.0	2.5	2.9	3.5	2.6	5.3	2.3	2.5	5.0	2.6
	(0.8)	(2.0)	(1.5)	(1.3)	(1.2)	(1.0)	(1.5)	(1.3)	(1.2)	(0.9)	(2.2)	(1.6)	(0.9)	(1.9)	(2.1)
For a few weeks	2.7	0.9	4.0	3.7	2.8	2.7	3.0	2.2	3.0	2.5	3.4	2.7	2.7	2.8	2.0
	(0.7)	(0.9)	(1.7)	(1.4)	(1.0)	(1.1)	(1.6)	(1.2)	(1.1)	(0.9)	(1.8)	(1.7)	(1.0)	(1.4)	(1.8)
For a few months	4.7	2.9	7.9	3.7	5.3	3.9	6.1	4.9	3.7	5.0	4.8	3.8	6.0	3.7	0.0
	(1.0)	(1.6)	(2.3)	(1.4)	(1.4)	(1.3)	(2.3)	(1.7)	(1.3)	(1.3)	(2.1)	(2.1)	(1.4)	(1.6)	(0.0)
For about a year	2.8	2.0	3.4	2.3	3.6	1.6	3.0	3.7	1.8	3.1	1.4	3.1	3.0	3.9	0.0
	(0.7)	(1.4)	(1.6)	(1.1)	(1.1)	(0.9)	(1.6)	(1.5)	(0.9)	(1.0)	(1.1)	(1.9)	(1.0)	(1.7)	(0.0)
For several years or more	11.5	12.2	14.5	6.4	10.8	12.5	11.3	11.7	11.5	12.0	14.1	6.4	10.0	12.5	15.2
	(1.4)	(3.2)	(3.0)	(1.8)	(1.9)	(2.3)	(3.0)	(2.6)	(2.1)	(1.9)	(3.4)	(2.6)	(1.8)	(2.9)	(4.7)
Number of respondents	885	191	248	320	500	385	185	277	423	533	190	162	500	244	112
Percentage received following hours of counseling/therapy in the past year:															
None	89.4	90.3	86.3	91.4	89.0	89.8	91.2	84.8	92.1	87.7	87.4	98.2	90.0	87.1	92.2
	(1.5)	(3.0)	(3.1)	(2.1)	(2.0)	(2.2)	(2.9)	(3.0)	(1.9)	(2.0)	(3.5)	(1.5)	(1.9)	(3.0)	(3.7)
Less than 10 hours	2.8	3.0	3.7	2.4	3.1	2.4	0.9	4.9	2.2	3.5	2.9	0.0	2.1	3.5	3.2
	(0.8)	(1.7)	(1.7)	(1.2)	(1.1)	(1.1)	(1.0)	(1.8)	(1.0)	(1.1)	(1.8)	(0.0)	(0.9)	(1.7)	(2.4)
10 to 40 hours	3.1	2.4	3.0	2.4	3.5	2.6	0.3	4.9	3.3	3.0	5.4	1.2	2.3	5.8	1.4
	(0.8)	(1.6)	(1.5)	(1.2)	(1.2)	(1.1)	(0.5)	(1.8)	(1.2)	(1.0)	(2.4)	(1.2)	(1.0)	(2.1)	(1.6)
41 to 100 hours	2.2	1.5	2.5	2.4	1.4	3.1	3.9	2.3	1.1	2.3	2.9	0.6	2.6	1.9	1.0
	(0.7)	(1.2)	(1.4)	(1.2)	(0.8)	(1.3)	(2.0)	(1.3)	(0.7)	(0.9)	(1.8)	(0.9)	(1.0)	(1.2)	(1.4)
More than 100 hours	2.5	2.7	4.6	1.4	2.9	2.0	3.8	3.0	1.4	3.5	1.5	0.0	2.9	1.7	2.3
	(0.7)	(1.7)	(1.9)	(0.9)	(1.1)	(1.0)	(2.0)	(1.4)	(0.8)	(1.1)	(1.3)	(0.0)	(1.1)	(1.2)	(2.0)
Number of respondents	801	179	235	298	449	352	158	249	394	482	168	151	450	227	98
Average hours of counseling/therapy provided recipients in the past year	10.7	9.5	14.5	10.8	13.7	6.8	12.2	15.6	6.0	13.3	10.6	0.6	14.2	6.2	4.6
	(3.3)	(7.4)	(5.5)	(5.9)	(5.5)	(2.2)	(6.1)	(7.5)	(3.5)	(4.4)	(8.6)	(0.5)	(5.4)	(2.7)	(3.4)
Number of respondents	801	179	235	298	449	352	158	249	394	482	168	151	450	227	98

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/therapy:									
Never	75.6	75.0	72.4	82.9	71.6	76.2	81.2	71.5	65.3
	(3.6)	(3.5)	(3.5)	(3.3)	(2.5)	(9.0)	(2.7)	(3.5)	(4.7)
For just a few days	4.1	2.5	2.6	1.9	3.1	3.3	2.1	3.4	5.5
	(1.7)	(1.3)	(1.2)	(1.2)	(1.0)	(3.8)	(1.0)	(1.4)	(2.3)
For a few weeks	2.6	3.5	2.4	0.7	3.7	2.5	1.1	4.3	4.3
	(1.3)	(1.5)	(1.2)	(0.7)	(1.0)	(3.3)	(0.7)	(1.6)	(2.0)
For a few months	3.5	5.8	7.0	3.6	5.5	2.0	4.6	4.8	5.8
	(1.5)	(1.9)	(2.0)	(1.6)	(1.3)	(3.0)	(1.5)	(1.7)	(2.3)
For about a year	2.5	2.8	4.2	1.4	3.6	3.2	1.7	4.4	3.2
	(1.3)	(1.3)	(1.6)	(1.0)	(1.0)	(3.8)	(0.9)	(1.6)	(1.8)
For several years or more	11.7	10.5	11.4	9.6	12.5	12.7	9.2	11.6	15.8
	(2.7)	(2.5)	(2.5)	(2.6)	(1.8)	(7.1)	(2.0)	(2.5)	(3.6)
Number of respondents	241	263	279	237	586	38	367	299	186
Percentage received following hours of counseling/therapy in the past year:									
None	90.1	87.4	90.9	94.4	87.9	83.4	92.6	89.4	82.3
	(2.8)	(2.8)	(2.3)	(2.1)	(1.9)	(9.0)	(1.9)	(2.5)	(3.9)
Less than 10 hours	2.2	4.7	2.1	1.6	2.6	6.9	1.5	3.8	4.7
	(1.3)	(1.8)	(1.1)	(1.2)	(0.9)	(6.1)	(0.9)	(1.5)	(2.1)
10 to 40 hours	2.7	4.0	2.7	1.7	4.2	0.0	2.2	3.5	4.0
	(1.5)	(1.7)	(1.3)	(1.2)	(1.2)	(0.0)	(1.1)	(1.5)	(2.0)
41 to 100 hours	2.7	1.4	2.1	0.3	2.3	9.6	2.7	1.6	2.0
	(1.5)	(1.0)	(1.1)	(0.5)	(0.9)	(7.1)	(1.2)	(1.0)	(1.4)
More than 100 hours	2.3	2.5	2.3	2.0	3.0	0.0	1.1	1.8	7.0
	(1.4)	(1.3)	(1.2)	(1.3)	(1.0)	(0.0)	(0.8)	(1.1)	(2.6)
Number of respondents	200	239	269	206	541	30	318	277	177
Average hours of counseling/therapy provided recipients in the past year	9.1	11.3	13.5	4.4	14.4	4.8	4.2	8.1	31.8
	(4.9)	(6.1)	(7.3)	(2.6)	(4.8)	(3.4)	(1.6)	(4.3)	(13.8)
Number of respondents	200	239	269	206	541	30	318	277	177

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH MENTAL RETARDATION (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Severity		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage received counseling/ therapy in the past year from:*															
Secondary school	43.9	48.8	37.6	64.1	41.6	47.4	48.1	43.6	40.5	45.0	46.5	---	51.2	30.3	---
	(5.5)	(11.6)	(10.2)	(9.3)	(7.3)	(8.4)	(11.1)	(8.6)	(9.0)	(6.4)	(11.5)		(7.5)	(9.8)	
Special school	26.4	32.4	25.6	1.6	28.8	22.7	23.8	24.2	32.3	27.7	26.1	---	11.4	34.2	---
	(5.4)	(12.2)	(9.8)	(2.9)	(7.2)	(7.9)	(10.7)	(8.0)	(9.5)	(6.3)	(11.4)		(5.6)	(10.2)	
Postsecondary school	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	---
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	
Family member/friend	8.0	4.5	14.4	5.0	10.0	4.9	4.7	10.4	7.3	9.3	4.2	---	11.2	6.5	---
	(3.5)	(5.9)	(8.2)	(5.0)	(5.1)	(4.2)	(5.7)	(5.9)	(5.5)	(4.2)	(5.6)		(5.7)	(5.5)	
Private therapist	28.5	29.4	17.6	40.8	24.4	34.9	29.6	31.0	23.9	25.9	30.8	---	28.6	30.2	---
	(5.8)	(12.9)	(8.9)	(11.3)	(7.2)	(9.3)	(12.4)	(8.9)	(9.0)	(6.4)	(12.9)		(8.1)	(10.3)	
Vocational Rehabilitation	2.0	0.0	2.1	5.0	0.0	5.1	0.0	1.5	4.6	0.9	7.1	---	0.0	1.9	---
	(1.8)	(0.0)	(3.4)	(5.0)	(0.0)	(4.3)	(0.0)	(2.4)	(4.4)	(1.4)	(7.2)		(0.0)	(3.1)	
Hospital/institution	15.1	6.0	2.2	16.2	17.7	11.0	22.3	15.0	9.6	13.9	10.0	---	17.1	7.9	---
	(4.3)	(6.4)	(3.4)	(8.1)	(6.0)	(5.8)	(10.8)	(6.9)	(5.5)	(5.0)	(7.9)		(6.8)	(5.9)	
Other source	4.3	3.8	6.5	2.1	4.6	3.8	3.7	5.5	3.6	4.9	5.6	---	4.2	6.2	---
	(0.9)	(1.9)	(2.1)	(1.0)	(1.3)	(1.3)	(1.9)	(1.8)	(1.2)	(1.2)	(2.3)		(1.2)	(2.1)	
Number of respondents	110	23	33	32	63	47	23	46	41	82	23	5	54	36	14

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* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH MENTAL RETARDATION (Concluded)

Service Characteristics	Household Income: Under $12,000	Household Income: 12,000-$24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Percentage received counseling/therapy in the past year from:*									
Secondary school	48.7	31.9	30.3	41.2	38.3	---	45.9	36.6	34.8
	(11.3)	(9.3)	(10.0)	(13.1)	(6.6)		(10.4)	(9.6)	(10.6)
Special school	22.9	21.9	24.2	31.3	20.0	---	26.7	19.8	26.4
	(10.2)	(8.9)	(9.8)	(13.8)	(5.9)		(10.2)	(8.4)	(10.7)
Postsecondary school	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Family member/friend	8.3	10.8	7.9	13.4	8.0	---	0.0	12.0	15.2
	(6.9)	(6.7)	(6.5)	(11.0)	(4.0)		(0.0)	(6.9)	(9.0)
Private therapist	40.8	19.4	42.1	26.3	30.1	---	35.0	19.5	39.7
	(12.3)	(8.5)	(11.9)	(14.2)	(6.8)		(11.3)	(8.4)	(12.3)
Vocational Rehabilitation	2.4	1.7	3.3	0.0	2.1	---	0.0	5.3	0.0
	(3.8)	(2.7)	(4.3)	(0.0)	(2.1)		(0.0)	(4.8)	(0.0)
Hospital/institution	20.0	16.6	6.5	32.2	13.3	---	22.3	14.4	3.1
	(10.0)	(8.0)	(5.9)	(14.7)	(4.7)		(9.9)	(7.4)	(4.4)
Other source	3.3	5.1	3.2	2.0	4.8	---	2.6	5.8	5.0
	(1.6)	(1.8)	(1.4)	(1.2)	(1.2)		(1.1)	(1.9)	(2.2)
Number of respondents	27	38	30	17	82	7	31	41	29

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* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH MENTAL RETARDATION

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Severity		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage received OT/life skills training:															
Never	60.3	65.1	53.3	61.4	62.0	57.9	67.1	64.1	52.6	57.3	62.5	69.8	74.5	39.6	38.8
	(2.2)	(4.8)	(4.4)	(3.6)	(3.0)	(3.4)	(4.6)	(3.8)	(3.4)	(2.9)	(4.9)	(5.0)	(2.6)	(4.3)	(6.3)
For fewer than 12 months	7.8	10.2	7.6	8.6	7.1	8.7	6.9	9.2	7.1	8.4	5.9	7.2	7.6	8.0	4.8
	(1.2)	(3.0)	(2.3)	(2.1)	(1.6)	(2.0)	(2.5)	(2.3)	(1.7)	(1.6)	(2.4)	(2.8)	(1.6)	(2.4)	(2.8)
12 to 24 months	8.8	8.2	10.2	9.5	7.2	11.0	10.5	8.8	7.8	9.8	6.7	7.2	7.2	10.9	11.0
	(1.3)	(2.7)	(2.6)	(2.2)	(1.6)	(2.2)	(3.0)	(2.3)	(1.8)	(1.7)	(2.5)	(2.8)	(1.6)	(2.7)	(4.0)
25 to 48 months	8.3	6.1	9.6	8.2	8.7	7.6	5.1	5.2	13.0	7.8	10.6	7.2	5.4	15.8	9.3
	(1.3)	(2.4)	(2.6)	(2.0)	(1.7)	(1.8)	(2.1)	(1.8)	(2.3)	(1.6)	(3.1)	(2.8)	(1.4)	(3.2)	(3.8)
More than 48 months	14.9	10.4	19.3	12.4	15.0	14.7	10.4	12.7	19.6	16.5	14.3	8.5	5.3	25.7	36.1
	(1.6)	(3.1)	(3.5)	(2.5)	(2.2)	(2.5)	(3.0)	(2.7)	(2.7)	(2.2)	(3.5)	(3.0)	(1.4)	(3.8)	(6.2)
Number of respondents	865	185	242	312	489	376	181	273	411	522	184	159	485	238	112
Percentage received following hours of OT/life skills training in the past year:															
None	77.5	84.5	71.4	77.1	78.4	76.4	80.4	79.5	74.2	73.5	76.7	94.2	86.6	62.8	65.9
	(2.0)	(3.8)	(4.1)	(3.2)	(2.7)	(3.1)	(4.2)	(3.4)	(3.1)	(2.8)	(4.5)	(2.6)	(2.2)	(4.6)	(6.6)
40 hours or fewer	2.5	0.8	2.3	3.9	2.3	2.6	2.9	1.1	3.4	2.4	3.5	1.6	2.3	2.8	2.8
	(0.8)	(1.0)	(1.4)	(1.5)	(1.0)	(1.2)	(1.8)	(0.9)	(1.3)	(0.9)	(2.0)	(1.4)	(1.0)	(1.6)	(2.3)
41 to 100 hours	3.4	2.7	5.6	2.3	3.2	3.6	2.8	1.8	5.0	3.7	4.0	1.4	2.3	6.5	2.7
	(0.9)	(1.7)	(2.1)	(1.2)	(1.1)	(1.4)	(1.8)	(1.1)	(1.5)	(1.2)	(2.1)	(1.3)	(1.0)	(2.3)	(2.3)
101 to 240 hours	7.6	5.9	11.8	6.5	6.4	9.2	7.7	7.9	7.3	9.5	6.7	1.0	5.0	11.7	13.3
	(1.3)	(2.5)	(3.0)	(1.9)	(1.6)	(2.1)	(2.8)	(2.3)	(1.8)	(1.8)	(2.7)	(1.1)	(1.4)	(3.0)	(4.7)
241 to 480 hours	3.4	2.9	4.5	3.0	3.9	2.7	1.1	5.8	2.7	4.4	2.7	0.3	1.1	7.5	4.5
	(0.9)	(1.8)	(1.9)	(1.3)	(1.3)	(1.2)	(1.1)	(2.0)	(1.1)	(1.3)	(1.7)	(0.7)	(0.7)	(2.5)	(2.9)
More than 480 hours	5.7	3.2	4.4	7.1	5.8	5.6	5.2	3.9	7.5	6.6	6.4	1.4	2.8	8.6	10.8
	(1.1)	(1.9)	(1.9)	(2.0)	(1.5)	(1.7)	(2.4)	(1.6)	(1.9)	(1.5)	(2.6)	(1.3)	(1.0)	(2.6)	(4.3)
Number of respondents	761	166	221	291	428	333	150	242	369	455	161	145	435	208	94

Source: Parent interviews.

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH MENTAL RETARDATION

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received OT/life skills training:									
Never	73.5	57.3	42.4	74.0	52.6	76.4	72.1	52.6	39.7
	(3.8)	(4.1)	(4.0)	(3.9)	(2.8)	(9.2)	(3.1)	(4.0)	(4.9)
For fewer than 12 months	5.7	7.5	12.0	6.4	7.9	10.3	6.2	9.1	9.8
	(2.0)	(2.2)	(2.6)	(2.1)	(1.5)	(6.6)	(1.7)	(2.3)	(3.0)
12 to 24 months	6.1	11.2	10.0	6.3	10.4	3.2	8.1	10.1	9.4
	(2.0)	(2.6)	(2.4)	(2.1)	(1.7)	(3.8)	(1.9)	(2.4)	(2.9)
25 to 48 months	6.0	8.7	13.1	3.5	10.7	2.9	6.2	8.9	13.1
	(2.0)	(2.3)	(2.7)	(1.6)	(1.7)	(3.6)	(1.7)	(2.3)	(3.4)
More than 48 months	8.6	15.3	22.6	9.8	18.4	7.3	7.3	19.3	28.1
	(2.4)	(3.0)	(3.4)	(2.6)	(2.2)	(5.6)	(1.8)	(3.1)	(4.5)
Number of respondents	234	259	269	231	574	36	361	290	181
Percentage received following hours of OT/life skills training in the past year:									
None	87.8	75.9	62.3	89.0	71.8	86.4	87.7	72.0	57.9
	(3.0)	(3.7)	(4.0)	(3.0)	(2.7)	(8.5)	(2.5)	(3.7)	(5.3)
40 hours or fewer	1.2	3.5	3.6	0.5	3.2	4.7	1.4	2.8	5.4
	(1.0)	(1.6)	(1.5)	(0.7)	(1.1)	(5.2)	(0.9)	(1.4)	(2.4)
41 to 100 hours	1.7	4.5	5.9	2.6	3.7	2.7	1.8	5.0	5.1
	(1.2)	(1.8)	(2.0)	(1.5)	(1.1)	(4.0)	(1.0)	(1.8)	(2.4)
101 to 240 hours	4.7	6.0	13.9	4.0	10.0	0.0	5.1	7.1	15.8
	(2.0)	(2.1)	(2.9)	(1.9)	(1.8)	(0.0)	(1.7)	(2.1)	(3.9)
241 to 480 hours	1.1	3.8	5.5	1.8	3.9	0.0	1.9	4.9	4.2
	(1.0)	(1.7)	(1.9)	(1.2)	(1.2)	(0.0)	(1.0)	(1.8)	(2.1)
More than 480 hours	3.5	6.2	8.8	2.0	7.3	6.2	2.1	8.2	11.6
	(1.7)	(2.1)	(2.3)	(1.3)	(1.5)	(6.0)	(1.1)	(2.3)	(3.4)
Number of respondents	196	225	253	200	513	28	309	266	160

Source: Parent interviews

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Average hours of OT/life skills training provided recipients in the past year	78.6	50.4	72.1	89.6	75.7	82.5	67.3	71.7	90.8	93.1	83.6	16.0	37.1	131	145
	(10.8)	(18.1)	(15.2)	(18.9)	(13.8)	(17.2)	(23.0)	(17.4)	(16.9)	(14.7)	(25.3)	(12.0)	(9.2)	(25.7)	(44.8)
Number of respondents	761	166	221	291	428	333	150	242	369	455	161	145	435	208	94
Percentage received OT/life skills training in the past year from:*															
Secondary school	16.6	16.7	17.4	17.0	15.1	19.1	12.3	17.7	19.5	18.4	12.4	4.0	13.2	23.5	16.0
	(1.8)	(4.2)	(3.5)	(2.8)	(2.3)	(3.0)	(3.1)	(3.1)	(3.2)	(2.3)	(3.1)	(6.1)	(2.2)	(4.1)	(5.5)
Special school	26.5	23.5	24.3	19.6	24.1	29.6	25.1	19.0	32.9	29.6	19.3	3.5	6.5	34.5	34.9
	(3.3)	(6.9)	(5.4)	(5.4)	(4.3)	(5.1)	(7.7)	(5.4)	(4.8)	(4.0)	(5.9)	(5.7)	(3.6)	(5.3)	(7.4)
Postsecondary school	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.3	0.0	0.2	0.0
	(0.1)	(0.0)	(0.0)	(0.3)	(0.2)	(0.0)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)	(0.6)	(0.0)	(0.4)	(0.0)
Private therapist	0.4	0.0	0.0	1.2	0.8	0.0	0.0	0.0	0.9	0.6	0.0	0.0	1.3	0.0	0.0
	(0.5)	(0.0)	(0.0)	(1.5)	(1.0)	(0.0)	(0.0)	(0.0)	(1.1)	(0.7)	(0.0)	(0.0)	(1.7)	(0.0)	(0.0)
Vocational Rehabilitation	2.6	3.4	1.5	2.3	2.9	2.3	3.2	0.0	4.2	1.3	0.0	30.6	4.3	0.8	1.2
	(1.3)	(3.5)	(1.7)	(2.1)	(1.9)	(1.9)	(3.4)	(0.0)	(2.3)	(1.1)	(0.0)	(14.3)	(3.1)	(1.1)	(2.1)
Hospital/institution	5.3	6.8	2.9	3.9	6.2	4.1	3.0	1.9	8.6	0.0	5.7	46.5	0.3	1.9	16.9
	(1.8)	(4.7)	(2.4)	(2.7)	(2.6)	(2.4)	(3.3)	(2.2)	(3.0)	(0.0)	(4.0)	(12.1)	(0.8)	(1.7)	(6.4)
Other source	11.8	5.1	17.7	10.3	13.9	9.1	6.2	14.7	12.5	9.3	15.2	26.0	12.8	13.5	11.5
	(2.6)	(4.1)	(5.3)	(4.2)	(3.7)	(3.5)	(4.6)	(5.6)	(3.6)	(2.8)	(6.2)	(10.7)	(5.1)	(4.2)	(5.4)
Number of respondents	259	50	91	86	144	115	45	70	144	182	58	19	76	117	52

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* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH MENTAL RETARDATION (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of OT/life skills training provided recipients in the past year	44.4	86.3	124	33.0	98.0	56.2	33.7	105	160
	(16.1)	(20.9)	(22.2)	(13.4)	(14.4)	(56.7)	(9.5)	(21.4)	(34.8)
Number of respondents	196	225	253	200	513	28	309	266	160
Percentage received OT/life skills training in the past year from:*									
Secondary school	13.8	24.4	27.1	12.8	24.2	---	17.6	25.3	27.1
	(3.8)	(4.4)	(4.1)	(3.9)	(2.9)		(3.5)	(4.2)	(5.2)
Special school	23.6	30.0	32.6	36.7	27.1	---	20.1	30.1	34.9
	(8.2)	(6.4)	(5.5)	(9.4)	(3.9)		(6.0)	(5.8)	(6.6)
Postsecondary school	0.0	0.0	0.2	0.0	0.1	---	0.0	0.2	0.0
	(0.0)	(0.0)	(0.4)	(0.0)	(0.2)		(0.0)	(0.3)	(0.0)
Private therapist	0.0	1.3	0.0	0.0	0.6	---	0.0	0.0	1.4
	(0.0)	(1.7)	(0.0)	(0.0)	(0.7)		(0.0)	(0.0)	(1.7)
Vocational Rehabilitation	4.4	2.0	1.2	6.7	1.5	---	2.6	4.5	0.5
	(4.7)	(2.1)	(1.4)	(5.5)	(1.1)		(2.7)	(2.8)	(1.0)
Hospital/institution	0.0	0.3	0.0	6.7	5.6	---	0.0	0.9	0.0
	(0.0)	(0.8)	(0.0)	(5.3)	(2.1)		(0.0)	(1.2)	(0.0)
Other source	11.9	7.8	14.0	3.8	12.3	---	4.3	10.6	21.0
	(7.5)	(4.0)	(4.3)	(4.1)	(3.0)		(3.5)	(4.1)	(6.0)
Number of respondents	32	80	116	37	203	8	60	105	86

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* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH MENTAL RETARDATION

Service Characteristics	Total	Community Urban	 Suburb	 Rural	Gender Male	 Female	Age in 1987 15-16	 17-18	 19 or Older	School Status In-Sch	 Out 1 yr/less	 Out 1-2 Years	Severity EMR	 TMR	 S/PMR
Percentage used a tutor/reader/interpreter:															
Never	68.3	68.3	67.3	69.9	67.0	69.9	66.7	73.0	65.2	67.3	71.1	69.1	68.4	67.3	76.0
	(2.1)	(4.6)	(4.1)	(3.4)	(2.9)	(3.1)	(4.5)	(3.5)	(3.2)	(2.7)	(4.5)	(5.0)	(2.8)	(4.1)	(5.6)
For just a few days	0.8	0.0	0.7	1.3	0.8	0.7	0.7	0.8	0.8	0.6	0.9	1.4	1.0	0.0	0.0
	(0.4)	(0.0)	(0.7)	(0.8)	(0.5)	(0.6)	(0.8)	(0.7)	(0.6)	(0.4)	(0.9)	(1.3)	(0.6)	(0.0)	(0.0)
For a few weeks	2.6	3.6	2.6	1.8	2.1	3.2	2.2	2.3	3.1	2.2	1.5	5.7	3.1	2.1	0.2
	(0.7)	(1.8)	(1.4)	(1.0)	(0.9)	(1.2)	(1.4)	(1.2)	(1.2)	(0.8)	(1.2)	(2.5)	(1.0)	(1.2)	(0.5)
For a few months	5.0	4.6	4.7	5.0	5.9	3.7	6.1	4.4	4.7	5.1	4.4	4.9	5.2	5.9	0.6
	(1.0)	(2.1)	(1.8)	(1.6)	(1.4)	(1.3)	(2.3)	(1.6)	(1.4)	(1.3)	(2.1)	(2.3)	(1.3)	(2.1)	(1.0)
For about a year	3.8	4.0	3.2	3.2	4.4	3.1	6.9	3.0	2.5	4.4	1.9	3.8	4.1	3.1	4.1
	(0.9)	(1.9)	(1.5)	(1.3)	(1.3)	(1.2)	(2.4)	(1.4)	(1.1)	(1.2)	(1.4)	(2.1)	(1.2)	(1.5)	(2.6)
For several years or more	19.6	19.5	21.5	18.8	19.7	19.5	17.5	16.4	23.7	20.5	20.3	15.0	18.2	21.5	19.1
	(1.8)	(3.9)	(3.6)	(2.9)	(2.4)	(2.7)	(3.7)	(2.9)	(2.8)	(2.3)	(4.0)	(3.8)	(2.3)	(3.6)	(5.2)
Number of respondents	877	190	247	316	491	386	184	277	416	529	186	162	494	245	109
Percentage used following hours of a tutor/reader/interpreter in the past year:															
None	85.4	82.8	86.0	85.6	85.8	85.0	82.6	84.1	88.1	82.0	86.7	97.9	86.5	83.3	87.0
	(1.7)	(3.9)	(3.1)	(2.7)	(2.2)	(2.6)	(4.0)	(3.1)	(2.2)	(2.4)	(3.6)	(1.6)	(2.2)	(3.4)	(4.6)
Fewer than 40 hours	1.5	1.8	1.9	1.5	1.6	1.4	2.1	2.2	0.7	2.3	0.0	0.4	1.5	2.1	0.5
	(0.6)	(1.4)	(1.2)	(0.9)	(0.8)	(0.9)	(1.5)	(1.2)	(0.6)	(0.9)	(0.0)	(0.7)	(0.8)	(1.3)	(0.9)
40 to 100 hours	1.9	2.0	2.9	1.7	1.2	2.8	3.1	2.4	0.8	2.4	1.9	0.0	1.6	3.7	0.0
	(0.7)	(1.4)	(1.5)	(1.0)	(0.7)	(1.2)	(1.8)	(1.3)	(0.6)	(0.9)	(1.5)	(0.0)	(0.8)	(1.7)	(0.0)
101 to 240 hours	4.0	4.7	2.9	4.1	3.9	4.1	5.5	3.7	3.5	4.3	6.0	0.4	4.8	3.9	1.7
	(0.9)	(2.2)	(1.5)	(1.5)	(1.2)	(1.5)	(2.4)	(1.6)	(1.3)	(1.2)	(2.5)	(0.7)	(1.4)	(1.8)	(1.7)
241 to 480 hours	2.5	2.9	2.4	2.8	2.5	2.6	2.1	3.1	2.4	3.2	1.8	0.8	1.9	3.4	3.9
	(0.8)	(1.7)	(1.4)	(1.3)	(1.0)	(1.2)	(1.5)	(1.5)	(1.1)	(1.1)	(1.4)	(1.0)	(0.9)	(1.6)	(2.6)
More than 480 hours	4.6	5.9	3.9	4.2	4.9	4.1	4.6	4.6	4.5	5.9	3.6	0.5	3.7	3.7	7.0
	(1.0)	(2.4)	(1.7)	(1.5)	(1.4)	(1.4)	(2.2)	(1.8)	(1.4)	(1.4)	(2.0)	(0.8)	(1.2)	(1.7)	(3.5)
Number of respondents	785	173	233	293	441	344	153	244	388	470	166	149	436	225	99

Source: Parent interviews

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH MENTAL RETARDATION

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage used a tutor/reader/ interpreter:									
Never	69.8	71.8	61.6	67.9	67.5	83.2	70.9	67.3	61.1
	(3.9)	(3.7)	(3.8)	(4.1)	(2.6)	(7.8)	(3.2)	(3.7)	(4.9)
For just a few days	0.3	0.6	0.8	0.7	0.9	0.0	0.6	0.0	2.7
	(0.5)	(0.6)	(0.7)	(0.7)	(0.5)	(0.0)	(0.5)	(0.0)	(1.6)
For a few weeks	2.7	1.9	3.1	4.5	1.8	0.0	2.3	2.9	3.0
	(1.4)	(1.1)	(1.4)	(1.8)	(0.7)	(0.0)	(1.1)	(1.3)	(1.7)
For a few months	2.5	5.1	7.6	4.4	5.4	2.0	3.6	7.4	5.2
	(1.3)	(1.8)	(2.1)	(1.8)	(1.3)	(2.9)	(1.3)	(2.1)	(2.2)
For about a year	4.7	2.7	5.3	4.7	3.3	3.2	5.2	2.1	4.1
	(1.8)	(1.3)	(1.8)	(1.8)	(1.0)	(3.7)	(1.5)	(1.1)	(2.0)
For several years or more	20.0	18.0	21.5	17.9	21.1	11.5	17.4	20.3	23.9
	(3.4)	(3.1)	(3.2)	(3.3)	(2.3)	(6.7)	(2.6)	(3.2)	(4.3)
Number of respondents	236	261	280	236	579	39	361	299	185
Percentage used following hours of a tutor/reader/interpreter in the past year:									
None	83.9	89.6	82.8	83.9	85.1	100	88.5	84.7	78.4
	(3.5)	(2.6)	(3.0)	(3.5)	(2.1)	(0.0)	(2.4)	(2.9)	(4.2)
Fewer than 40 hours	1.9	1.2	2.0	2.1	1.5	0.0	0.9	1.1	4.2
	(1.3)	(1.0)	(1.1)	(1.3)	(0.7)	(0.0)	(0.7)	(0.8)	(2.0)
40 to 100 hours	2.3	0.6	1.5	2.4	1.6	0.0	1.5	2.4	1.9
	(1.4)	(0.7)	(1.0)	(1.4)	(0.7)	(0.0)	(0.9)	(1.2)	(1.4)
101 to 240 hours	4.6	3.8	4.7	4.2	4.4	0.0	2.9	5.0	5.7
	(2.0)	(1.6)	(1.7)	(1.9)	(1.2)	(0.0)	(1.3)	(1.8)	(2.4)
241 to 480 hours	3.0	2.0	3.0	2.5	2.9	0.0	2.3	2.7	3.2
	(1.6)	(1.2)	(1.4)	(1.5)	(1.0)	(0.0)	(1.1)	(1.3)	(1.8)
More than 480 hours	4.2	2.8	6.0	5.0	4.6	0.0	3.8	4.2	6.6
	(1.9)	(1.4)	(1.9)	(2.0)	(1.2)	(0.0)	(1.5)	(1.6)	(2.5)
Number of respondents	190	236	272	200	534	29	306	279	175

Source: Parent interviews

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Average hours provided to recipients of a tutor/reader/interpreter in the past year	61.0	67.2	65.2	50.1	68.5	51.1	61.1	66.1	56.8	75.6	52.7	12.3	43.8	64.2	93.9
	(11.5)	(22.0)	(27.2)	(12.5)	(17.8)	(13.0)	(21.6)	(20.3)	(17.9)	(16.3)	(22.0)	(14.6)	(10.1)	(26.0)	(42.3)
Number of respondents	785	173	233	293	441	344	153	244	388	470	166	149	436	225	99
Percentage whose tutor/reader/interpreter in the past year was:*															
Staff from secondary school	62.6	52.6	47.8	83.5	70.1	53.1	60.5	73.4	52.8	63.9	61.6	---	76.3	41.2	55.2
	(5.2)	(10.9)	(9.9)	(6.7)	(6.7)	(8.0)	(10.3)	(7.9)	(8.6)	(6.0)	(11.0)		(6.2)	(9.7)	(16.4)
Staff from a special school	21.1	27.3	21.2	10.1	17.8	25.5	8.2	19.4	33.9	19.5	24.6	---	5.0	40.9	32.5
	(4.6)	(9.9)	(9.0)	(5.6)	(5.8)	(7.3)	(6.3)	(7.3)	(8.4)	(5.1)	(10.6)		(3.4)	(9.7)	(16.0)
From a postsecondary school	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
A family member/friend	38.9	47.3	44.6	31.2	36.7	41.9	38.5	39.4	38.8	39.8	33.9	---	34.8	50.9	12.6
	(5.5)	(11.1)	(10.9)	(8.6)	(7.3)	(8.4)	(11.2)	(9.1)	(8.7)	(6.3)	(11.8)		(7.4)	(9.9)	(11.3)
Another student	3.9	0.0	7.0	6.2	4.2	3.6	3.6	0.0	8.6	3.1	8.7	---	6.1	0.0	5.3
	(2.2)	(0.0)	(5.6)	(4.5)	(3.0)	(3.2)	(4.3)	(0.0)	(5.0)	(2.2)	(7.0)		(3.7)	(0.0)	(7.6)
A private tutor/aide	0.3	0.0	1.1	0.0	0.0	0.6	0.0	0.0	0.8	0.0	1.6	---	0.5	0.0	0.0
	(0.6)	(0.0)	(2.3)	(0.0)	(0.0)	(1.4)	(0.0)	(0.0)	(1.6)	(0.0)	(3.2)		(1.1)	(0.0)	(0.0)
From Vocational Rehabilitation	0.6	0.0	0.0	0.0	1.1	0.0	0.0	0.0	1.8	0.0	3.6	---	1.1	0.0	0.0
	(0.9)	(0.0)	(0.0)	(0.0)	(1.6)	(0.0)	(0.0)	(0.0)	(2.4)	(0.0)	(4.7)		(1.6)	(0.0)	(0.0)
From another source	1.1	0.7	2.1	0.7	0.4	2.1	0.7	1.3	1.3	1.1	2.1	---	1.0	1.5	1.2
	(0.5)	(0.8)	(1.2)	(0.6)	(0.4)	(1.0)	(0.8)	(0.9)	(0.7)	(0.6)	(1.4)		(0.6)	(1.1)	(1.3)
Number of respondents	137	36	38	49	77	60	32	50	55	103	28	6	72	46	16

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* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH MENTAL RETARDATION (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours provided to recipients of a tutor/reader/interpreter in the past year	56.1	53.1	73.8	61.6	65.3	0.0	50.4	53.0	102
	(17.7)	(25.6)	(19.6)	(21.4)	(15.0)	(0.0)	(18.0)	(14.7)	(33.9)
Number of respondents	190	236	272	200	534	29	306	279	175
Percentage whose tutor/reader/interpreter in the past year was:*									
Staff from secondary school	70.0	60.0	59.8	59.4	63.2	---	70.0	67.5	45.8
	(9.1)	(10.5)	(9.0)	(10.4)	(6.3)		(8.8)	(8.7)	(10.3)
Staff from a special school	10.8	32.0	24.7	21.9	21.8	---	13.9	20.4	28.9
	(6.4)	(10.1)	(8.2)	(9.1)	(5.6)		(6.9)	(7.7)	(9.8)
From a postsecondary school	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
A family member/friend	34.6	39.4	43.4	42.2	33.8	---	42.5	34.0	37.9
	(9.8)	(10.7)	(9.4)	(10.8)	(6.5)		(9.9)	(9.1)	(10.5)
Another student	4.7	2.4	2.0	4.7	3.9	---	7.6	1.6	2.2
	(4.4)	(3.3)	(2.7)	(4.6)	(2.6)		(5.3)	(2.4)	(3.2)
A private tutor/aide	0.0	0.0	1.0	0.0	0.4	---	0.0	0.0	1.1
	(0.0)	(0.0)	(1.9)	(0.0)	(0.9)		(0.0)	(0.0)	(2.2)
From Vocational Rehabilitation	1.6	0.0	0.0	0.0	1.0	---	1.6	0.0	0.0
	(2.6)	(0.0)	(0.0)	(0.0)	(1.3)		(2.5)	(0.0)	(0.0)
From another source	1.6	0.3	0.9	0.5	1.3	---	0.1	1.2	2.7
	(1.1)	(0.4)	(0.8)	(0.6)	(0.6)		(0.3)	(0.9)	(1.6)
Number of respondents	40	36	48	36	96	2	44	50	39

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* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 33A: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage received speech/ language therapy:															
Never	40.9	50.5	29.3	40.3	42.7	38.5	35.2	43.5	42.2	36.0	42.1	59.6	53.3	19.4	21.7
	(2.2)	(5.0)	(4.0)	(3.6)	(3.0)	(3.3)	(4.6)	(3.9)	(3.3)	(2.8)	(5.0)	(5.3)	(3.0)	(3.4)	(5.4)
For just a few days	0.8	0.5	1.0	0.7	1.0	0.5	0.2	0.8	1.2	0.7	0.6	1.3	0.7	0.8	1.4
	(0.4)	(0.7)	(0.9)	(0.6)	(0.6)	(0.5)	(0.4)	(0.7)	(0.7)	(0.5)	(0.8)	(1.2)	(0.5)	(0.8)	(1.6)
For a few weeks	2.0	4.2	0.4	1.7	1.5	2.7	2.3	2.9	1.0	2.3	1.4	1.4	1.7	2.3	3.5
	(0.6)	(2.0)	(0.5)	(1.0)	(0.7)	(1.1)	(1.4)	(1.3)	(0.7)	(0.9)	(1.2)	(1.3)	(0.8)	(1.3)	(2.4)
For a few months	4.8	6.1	5.7	2.6	4.1	5.8	6.1	3.5	5.1	3.8	7.4	6.0	5.2	4.9	4.4
	(1.0)	(2.4)	(2.0)	(1.2)	(1.2)	(1.6)	(2.3)	(1.5)	(1.5)	(1.1)	(2.6)	(2.6)	(1.3)	(1.9)	(2.7)
For about a year	7.3	7.2	5.5	9.9	7.8	6.7	9.5	7.3	5.9	7.8	7.6	4.7	7.4	8.1	6.4
	(1.2)	(2.6)	(2.0)	(2.2)	(1.6)	(1.7)	(2.8)	(2.1)	(1.6)	(1.6)	(2.7)	(2.3)	(1.6)	(2.4)	(3.2)
For several years or more	44.2	31.6	58.2	44.8	43.0	45.8	46.6	42.1	44.5	49.4	40.8	27.0	31.7	64.5	62.6
	(2.3)	(4.6)	(4.3)	(3.6)	(3.0)	(3.4)	(4.8)	(3.9)	(3.3)	(2.9)	(4.9)	(4.8)	(2.8)	(4.1)	(6.3)
Number of respondents	878	188	245	322	490	388	183	276	419	532	185	161	491	246	111
Percentage received following hours of speech/language therapy in the past year:															
None	74.5	82.4	68.5	73.5	75.1	73.6	66.6	76.5	77.1	67.9	76.8	97.2	86.7	54.4	54.4
	(2.1)	(4.1)	(4.2)	(3.4)	(2.8)	(3.2)	(5.0)	(3.6)	(3.0)	(2.9)	(4.6)	(1.9)	(2.2)	(4.7)	(6.9)
Fewer than 40 hours	8.0	7.0	11.7	7.2	8.9	6.7	11.9	6.3	7.2	10.1	6.7	1.2	4.6	15.3	11.8
	(1.3)	(2.7)	(2.9)	(2.0)	(1.8)	(1.8)	(3.5)	(2.0)	(1.8)	(1.9)	(2.7)	(1.2)	(1.3)	(3.4)	(4.5)
40 to 100 hours	7.6	2.1	8.5	10.6	7.0	8.4	10.9	9.2	4.6	10.0	5.9	0.4	3.6	15.5	11.9
	(1.3)	(1.5)	(2.5)	(2.4)	(1.7)	(2.0)	(3.3)	(2.4)	(1.5)	(1.8)	(2.6)	(0.7)	(1.2)	(3.4)	(4.5)
101 to 240 hours	7.3	6.1	8.3	6.0	6.6	8.2	7.7	6.1	8.1	8.8	7.6	1.2	3.5	12.4	15.4
	(1.3)	(2.5)	(2.5)	(1.8)	(1.6)	(2.0)	(2.8)	(2.0)	(1.9)	(1.7)	(2.9)	(1.2)	(1.2)	(3.1)	(5.0)
More than 240 hours	2.6	2.4	3.0	2.7	2.3	3.0	3.0	1.9	3.0	3.2	3.0	0.0	1.6	2.3	6.5
	(0.8)	(1.6)	(1.5)	(1.2)	(1.0)	(1.3)	(1.8)	(1.2)	(1.2)	(1.1)	(1.8)	(0.0)	(0.8)	(1.4)	(3.4)
Number of respondents	771	163	229	293	432	339	149	244	378	466	158	147	439	212	95

Source: Parent interviews.

Table 33B: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received speech/ language therapy:									
Never	47.7	40.9	28.4	55.3	34.3	39.5	50.6	33.0	25.7
	(4.2)	(4.0)	(3.6)	(4.3)	(2.7)	(10.2)	(3.5)	(3.7)	(4.4)
For just a few days	0.7	1.2	0.2	1.5	0.4	1.9	0.9	0.4	1.1
	(0.7)	(0.9)	(0.4)	(1.1)	(0.3)	(2.8)	(0.7)	(0.5)	(1.0)
For a few weeks	2.8	0.8	1.8	2.9	1.5	3.3	1.9	2.7	1.3
	(1.4)	(0.7)	(1.1)	(1.5)	(0.7)	(3.7)	(0.9)	(1.3)	(1.1)
For a few months	6.1	3.0	4.0	4.7	4.5	11.0	5.4	3.8	5.7
	(2.0)	(1.4)	(1.5)	(1.8)	(1.2)	(6.5)	(1.6)	(1.5)	(2.3)
For about a year	7.1	7.8	7.0	7.8	6.8	12.0	9.7	4.5	6.8
	(2.2)	(2.2)	(2.0)	(2.3)	(1.4)	(6.8)	(2.1)	(1.6)	(2.5)
For several years or more	35.6	46.3	58.6	27.8	52.6	32.4	31.5	55.6	59.4
	(4.1)	(4.1)	(3.9)	(3.9)	(2.8)	(9.8)	(3.2)	(3.9)	(4.9)
Number of respondents	235	263	277	235	581	39	364	299	183
Percentage received following hours of speech/language therapy in the past year:									
None	80.5	75.8	62.7	83.4	70.7	81.6	84.7	69.4	56.8
	(3.7)	(3.7)	(3.9)	(3.6)	(2.7)	(9.7)	(2.7)	(3.8)	(5.2)
Fewer than 40 hours	5.5	6.7	11.2	5.0	8.7	13.6	3.6	10.2	14.9
	(2.1)	(2.2)	(2.6)	(2.1)	(1.6)	(8.5)	(1.4)	(2.5)	(3.7)
40 to 100 hours	4.7	8.4	11.6	3.5	9.2	4.8	5.4	8.5	11.7
	(2.0)	(2.4)	(2.6)	(1.8)	(1.7)	(5.3)	(1.7)	(2.3)	(3.4)
101 to 240 hours	7.1	6.1	11.1	6.3	8.2	0.0	4.9	7.9	13.6
	(2.4)	(2.1)	(2.5)	(2.3)	(1.6)	(0.0)	(1.6)	(2.2)	(3.6)
More than 240 hours	2.3	3.0	3.4	1.8	3.2	0.0	1.4	4.0	2.9
	(1.4)	(1.5)	(1.5)	(1.3)	(1.0)	(0.0)	(0.9)	(1.6)	(1.8)
Number of respondents	190	231	265	194	528	28	302	274	168

Source: Parent interviews.

Table 33A: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH MENTAL RETARDATION (Concluded)

Service Characteristics	Total	Community: Urban	Community: Suburb	Community: Rural	Gender: Male	Gender: Female	Age in 1987: 15-16	Age in 1987: 17-18	Age in 1987: 19 or Older	School Status: In-Sch	School Status: Out 1 yr/less	School Status: Out 1-2 Years	Severity: EMR	Severity: TMR	Severity: S/PMR
Average hours of speech/language therapy provided recipients in the past year	33.7	25.3	38.2	34.2	30.2	38.2	44.3	25.6	34.5	41.6	33.7	2.9	19.3	51.7	66.3
	(5.2)	(10.1)	(9.4)	(8.4)	(6.6)	(8.2)	(14.4)	(6.3)	(7.8)	(7.3)	(11.4)	(2.4)	(5.7)	(11.1)	(20.4)
Number of respondents	771	163	229	293	432	339	149	244	378	466	158	147	439	212	95
Percentage received speech/language therapy in the past year from:*															
Secondary school	70.6	56.2	74.1	83.2	72.7	67.3	75.9	77.5	58.6	71.8	73.5	---	91.2	59.0	58.9
	(3.4)	(9.6)	(5.9)	(4.3)	(4.4)	(5.3)	(6.0)	(5.5)	(5.7)	(3.9)	(7.0)		(3.6)	(5.7)	(8.3)
Special school	49.9	55.7	47.6	35.8	49.2	50.7	40.4	47.2	59.5	51.0	47.9	---	11.5	60.2	74.8
	(4.0)	(9.8)	(6.7)	(6.4)	(5.3)	(6.0)	(7.7)	(7.2)	(5.8)	(4.6)	(8.5)		(5.0)	(5.7)	(7.0)
Postsecondary school	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Family member/friend	3.9	5.4	6.2	3.0	2.5	5.9	1.8	2.7	6.9	4.0	4.4	---	0.0	6.4	1.5
	(1.6)	(4.7)	(3.6)	(2.3)	(1.8)	(2.9)	(2.1)	(2.5)	(3.2)	(1.9)	(3.9)		(0.0)	(3.0)	(2.2)
Private therapist	1.6	4.0	1.2	0.8	1.0	2.4	3.5	0.0	1.3	1.4	1.6	---	0.8	2.3	1.6
	(1.1)	(4.0)	(1.6)	(1.2)	(1.1)	(1.9)	(2.9)	(0.0)	(1.4)	(1.1)	(2.3)		(1.4)	(1.8)	(2.3)
Vocational Rehabilitation	0.7	0.0	1.3	0.0	1.3	0.0	0.0	0.0	2.0	0.0	2.3	---	2.4	0.0	0.0
	(0.7)	(0.0)	(1.7)	(0.0)	(1.3)	(0.0)	(0.0)	(0.0)	(1.8)	(0.0)	(2.8)		(2.4)	(0.0)	(0.0)
Hospital/institution	3.4	3.2	3.2	2.7	3.4	3.5	2.0	4.0	4.2	0.0	5.5	---	0.0	0.0	11.7
	(1.5)	(3.5)	(2.6)	(2.2)	(2.0)	(2.2)	(2.2)	(3.0)	(2.4)	(0.0)	(4.1)		(0.0)	(0.0)	(5.3)
Other agency	3.9	5.6	6.8	2.0	4.0	3.7	2.4	1.8	6.6	2.1	9.9	---	3.4	2.4	5.1
	(1.6)	(4.6)	(3.6)	(1.8)	(2.1)	(2.3)	(2.4)	(2.0)	(3.0)	(1.4)	(5.4)		(2.9)	(1.8)	(3.6)
Number of respondents	254	43	84	94	139	115	67	73	114	192	51	11	70	122	55

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* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews.

Table 33B: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH MENTAL RETARDATION (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of speech/language therapy provided recipients in the past year	25.8 (8.3)	33.6 (9.4)	49.6 (10.2)	23.3 (8.6)	39.8 (6.9)	8.5 (4.9)	21.7 (6.9)	40.6 (9.4)	50.0 (11.1)
Number of respondents	190	231	265	194	528	28	302	274	168
Percentage received speech/language therapy in the past year from:*									
Secondary school	75.0 (7.0)	69.3 (6.8)	63.6 (5.9)	61.5 (9.0)	68.8 (4.2)	---	79.3 (5.7)	59.9 (6.5)	64.9 (6.9)
Special school	40.6 (8.6)	45.0 (7.7)	50.3 (6.4)	58.2 (9.5)	44.4 (4.7)	---	42.6 (7.5)	51.6 (6.8)	46.6 (7.5)
Postsecondary school	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	---	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Family member/friend	3.9 (3.5)	5.3 (3.6)	2.1 (1.9)	5.6 (4.5)	1.9 (1.3)	---	1.5 (1.9)	3.3 (2.5)	6.0 (3.7)
Private therapist	0.0 (0.0)	0.8 (1.4)	2.9 (2.2)	1.2 (2.1)	1.7 (1.3)	---	1.1 (1.6)	2.5 (2.2)	1.3 (1.8)
Vocational Rehabilitation	1.3 (2.0)	1.4 (1.9)	0.0 (0.0)	1.8 (2.6)	0.5 (0.7)	---	1.2 (1.7)	0.0 (0.0)	1.4 (1.8)
Hospital/institution	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	2.5 (3.0)	4.2 (1.9)	---	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Other agency	2.5 (2.8)	0.7 (1.4)	5.7 (3.0)	4.7 (4.1)	4.1 (1.9)	---	2.2 (2.3)	3.3 (2.5)	3.0 (2.6)
Number of respondents	53	67	102	46	187	10	70	96	77

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* Of those that received speech/language therapy in the past year. See Table 28

Source: Parent interviews

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH MENTAL RETARDATION

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Severity		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage received help with physical needs:															
Never	82.1 (1.7)	84.9 (3.6)	77.0 (3.6)	86.2 (2.5)	82.1 (2.3)	82.1 (2.6)	83.3 (3.6)	83.4 (3.0)	80.2 (2.7)	80.0 (2.3)	85.7 (3.5)	86.0 (3.7)	90.6 (1.8)	75.9 (3.7)	53.7 (6.4)
For just a few days	0.4 (0.3)	0.0 (0.0)	0.7 (0.7)	0.2 (0.3)	0.4 (0.4)	0.4 (0.4)	0.3 (0.6)	0.0 (0.0)	0.7 (0.6)	0.4 (0.3)	0.3 (0.6)	0.5 (0.8)	0.0 (0.0)	1.3 (1.0)	0.5 (0.9)
For a few weeks	0.7 (0.4)	0.9 (1.0)	0.4 (0.6)	1.0 (0.7)	0.8 (0.5)	0.5 (0.5)	1.5 (1.2)	0.6 (0.6)	0.3 (0.3)	0.9 (0.5)	0.6 (0.7)	0.0 (0.0)	0.9 (0.6)	0.5 (0.6)	0.0 (0.0)
For a few months	1.4 (0.5)	1.9 (1.4)	1.9 (1.2)	1.1 (0.8)	1.5 (0.7)	1.3 (0.8)	1.3 (1.1)	1.8 (1.1)	1.2 (0.7)	1.5 (0.7)	1.8 (1.3)	0.5 (0.8)	0.9 (0.6)	1.3 (1.0)	3.3 (2.3)
For about a year	1.4 (0.5)	1.5 (1.2)	1.9 (1.2)	0.8 (0.7)	2.2 (0.9)	0.5 (0.5)	0.0 (0.0)	1.2 (0.9)	2.5 (1.0)	0.9 (0.5)	1.6 (1.2)	3.5 (2.0)	1.0 (0.6)	2.4 (1.3)	1.7 (1.7)
For several years or more	14.0 (1.6)	10.8 (3.1)	18.0 (3.3)	10.7 (2.3)	13.1 (2.1)	15.2 (2.5)	13.6 (3.3)	13.0 (2.7)	15.1 (2.4)	16.3 (2.1)	10.1 (3.0)	9.4 (3.2)	6.5 (1.5)	18.7 (3.4)	40.7 (6.3)
Number of respondents	877	186	248	322	494	383	183	274	420	529	186	161	494	243	113
Percentage received following hours of help with physical needs in the past year:															
None	91.5 (1.3)	94.0 (2.4)	87.0 (3.0)	93.3 (1.9)	90.7 (1.8)	92.5 (1.9)	88.8 (3.3)	92.1 (2.2)	92.5 (1.8)	89.3 (1.9)	92.9 (2.7)	98.5 (1.4)	97.1 (1.1)	88.4 (2.9)	69.0 (6.3)
Fewer than 40 hours	1.5 (0.6)	1.3 (1.2)	2.7 (1.4)	1.2 (0.8)	1.4 (0.8)	1.6 (0.9)	1.7 (1.3)	1.5 (1.0)	1.4 (0.8)	1.7 (0.8)	2.0 (1.4)	0.0 (0.0)	0.9 (0.6)	2.7 (1.5)	2.3 (2.1)
40 to 100 hours	2.0 (0.7)	0.9 (1.0)	1.3 (1.0)	2.6 (1.2)	1.6 (0.8)	2.6 (1.1)	3.9 (2.0)	0.6 (0.7)	2.1 (1.0)	2.8 (1.0)	0.7 (0.9)	0.4 (0.7)	0.3 (0.3)	4.1 (1.8)	7.0 (3.5)
101 to 240 hours	2.5 (0.7)	1.2 (1.1)	4.5 (1.8)	1.6 (0.9)	3.5 (1.2)	1.1 (0.8)	3.2 (1.8)	3.4 (1.5)	1.3 (0.8)	3.7 (1.1)	0.7 (0.9)	0.0 (0.0)	0.9 (0.6)	3.8 (1.7)	7.1 (3.5)
241 to 480 hours	1.4 (0.6)	1.6 (1.3)	1.8 (1.2)	1.2 (0.8)	1.0 (0.6)	1.9 (1.0)	1.1 (1.1)	1.3 (0.9)	1.6 (0.9)	1.3 (0.7)	2.7 (1.7)	0.0 (0.0)	0.6 (0.5)	0.6 (0.7)	7.2 (3.5)
More than 480 hours	1.1 (0.5)	1.0 (1.0)	2.8 (1.4)	0.3 (0.4)	1.7 (0.8)	0.3 (0.4)	1.3 (1.2)	1.0 (0.8)	1.1 (0.7)	1.2 (0.6)	1.0 (1.1)	1.1 (1.2)	0.3 (0.3)	0.5 (0.6)	7.3 (3.6)
Number of respondents	804	175	238	303	455	349	157	251	396	484	171	148	451	229	99

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received help with physical needs:									
Never	85.7	85.4	74.3	89.0	78.8	82.9	87.6	81.6	68.3
	(3.0)	(2.9)	(3.4)	(2.7)	(2.3)	(7.9)	(2.3)	(3.0)	(4.6)
For just a few days	0.0	0.8	0.4	0.3	0.3	0.0	0.0	0.6	1.1
	(0.0)	(0.7)	(0.5)	(0.5)	(0.3)	(0.0)	(0.0)	(0.6)	(1.0)
For a few weeks	0.5	0.7	0.7	0.0	0.9	0.0	0.2	1.8	0.0
	(0.6)	(0.7)	(0.7)	(0.0)	(0.5)	(0.0)	(0.3)	(1.1)	(0.0)
For a few months	1.3	1.1	1.5	0.7	1.6	3.9	1.4	1.2	2.2
	(1.0)	(0.8)	(0.9)	(0.7)	(0.7)	(4.1)	(0.8)	(0.9)	(1.5)
For about a year	1.4	0.9	2.2	1.1	1.8	0.0	1.3	1.9	1.2
	(1.0)	(0.8)	(1.1)	(0.9)	(0.7)	(0.0)	(0.8)	(1.1)	(1.1)
For several years or more	11.1	11.1	21.0	8.9	16.6	13.1	9.5	12.8	27.2
	(2.7)	(2.6)	(3.2)	(2.5)	(2.1)	(7.1)	(2.0)	(2.6)	(4.4)
Number of respondents	233	264	280	232	582	39	362	298	184
Percentage received following hours of help with physical needs in the past year:									
None	96.1	91.0	86.3	95.0	89.8	92.3	94.8	91.4	83.3
	(1.8)	(2.4)	(2.7)	(2.0)	(1.7)	(6.5)	(1.6)	(2.3)	(3.8)
Fewer than 40 hours	0.3	1.6	3.0	0.0	2.2	0.0	0.6	1.6	3.9
	(0.5)	(1.0)	(1.4)	(0.0)	(0.8)	(0.0)	(0.6)	(1.0)	(2.0)
40 to 100 hours	1.2	2.7	2.7	0.7	2.6	3.9	1.8	2.5	1.6
	(1.0)	(1.4)	(1.3)	(0.8)	(0.9)	(4.7)	(1.0)	(1.3)	(1.3)
101 to 240 hours	0.3	2.8	4.8	1.9	2.8	0.0	1.1	1.4	7.7
	(0.5)	(1.4)	(1.7)	(1.3)	(1.0)	(0.0)	(0.8)	(1.0)	(2.7)
241 to 480 hours	1.3	1.1	1.6	2.0	1.2	0.0	0.9	2.5	0.8
	(1.0)	(0.9)	(1.0)	(1.3)	(0.6)	(0.0)	(0.7)	(1.3)	(0.9)
More than 480 hours	0.8	0.8	1.8	0.4	1.3	3.8	0.8	0.6	2.8
	(0.8)	(0.7)	(1.1)	(0.6)	(0.7)	(4.7)	(0.7)	(0.6)	(1.7)
Number of respondents	197	244	274	206	545	29	319	284	174

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Average hours of help with physical needs provided recipients in the past year	31.6	29.6	68.0	9.8	41.7	18.1	26.2	35.7	31.4	32.8	28.7	30.5	7.0	17.5	198
	(11.5)	(24.3)	(34.9)	(3.9)	(18.8)	(9.6)	(14.1)	(25.6)	(15.7)	(14.8)	(18.1)	(33.0)	(4.1)	(9.0)	(91.3)
Number of respondents	804	175	238	303	455	349	157	251	396	484	171	148	451	229	99
Percentage received help with physical needs in the past year from:**															
Secondary school	29.2	49.4	27.8	23.5	28.3	30.7	34.1	31.8	22.5	29.1	38.3	---	35.4	35.5	23.5
	(6.4)	(16.5)	(10.5)	(11.0)	(8.0)	(10.4)	(12.3)	(12.2)	(8.8)	(7.1)	(16.8)		(14.9)	(11.2)	(9.4)
Special school	50.5	45.9	42.0	43.9	46.9	56.4	46.5	49.4	55.2	53.5	34.4	---	22.7	55.3	58.6
	(7.0)	(16.4)	(11.6)	(12.9)	(8.9)	(11.2)	(13.0)	(13.1)	(10.5)	(7.8)	(16.5)		(13.1)	(11.7)	(10.9)
Postsecondary school	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Family member/friend	24.5	20.3	18.0	38.6	22.9	26.9	16.3	31.5	26.7	23.3	21.4	---	28.5	11.2	30.0
	(6.0)	(13.3)	(9.0)	(12.7)	(7.5)	(10.0)	(9.6)	(12.2)	(9.3)	(6.6)	(14.2)		(14.1)	(7.4)	(10.1)
Private therapist	9.5	6.4	18.9	7.7	12.8	4.0	11.7	7.3	9.1	8.6	17.8	---	13.2	12.9	5.5
	(4.1)	(8.1)	(9.2)	(6.9)	(6.0)	(4.4)	(8.4)	(6.8)	(6.1)	(4.4)	(13.2)		(10.6)	(7.9)	(5.1)
Vocational Rehabilitation	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Hospital/institution	10.9	10.1	9.1	7.3	10.8	11.0	7.4	5.6	16.8	0.0	15.7	---	0.0	1.6	21.6
	(4.0)	(9.1)	(6.5)	(6.4)	(5.1)	(6.6)	(6.5)	(5.9)	(6.9)	(0.0)	(11.2)		(0.0)	(2.8)	(7.9)
Other source	10.0	12.4	18.4	7.6	9.9	10.2	6.8	14.1	10.0	9.9	11.0	---	10.4	7.7	11.9
	(3.9)	(10.0)	(8.7)	(6.5)	(4.9)	(6.4)	(6.3)	(8.9)	(5.5)	(4.7)	(9.6)		(9.5)	(6.0)	(6.2)
Number of respondents	91	17	33	25	56	35	25	25	41	71	15	5	18	33	38

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH MENTAL RETARDATION (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of help with physical needs provided recipients in the past year	14.3	43.2	36.9	16.8	35.5	89.6	25.6	19.8	65.0
	(9.3)	(31.6)	(14.7)	(9.6)	(15.4)	(121)	(20.2)	(8.5)	(33.0)
Number of respondents	197	244	274	206	545	29	319	284	174
Percentage received help with physical needs in the past year from:**									
Secondary school	39.4	19.5	25.1	48.4	25.3	---	36.1	22.6	27.7
	(16.5)	(10.4)	(9.4)	(17.2)	(7.0)		(13.0)	(10.0)	(11.1)
Special school	43.2	61.9	57.0	51.6	50.2	---	48.1	62.8	43.5
	(16.7)	(12.8)	(10.7)	(17.2)	(8.0)		(13.5)	(11.6)	(12.3)
Postsecondary school	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Family member/friend	26.5	26.4	18.7	24.2	20.9	---	20.3	34.0	13.9
	(14.9)	(11.6)	(8.5)	(14.8)	(6.5)		(10.9)	(11.4)	(8.6)
Private therapist	4.3	5.1	8.3	0.0	11.8	---	0.0	6.7	19.3
	(6.9)	(5.8)	(6.0)	(0.0)	(5.2)		(0.0)	(6.0)	(9.8)
Vocational Rehabilitation	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Hospital/institution	0.0	0.0	0.0	7.2	12.8	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(8.4)	(4.9)		(0.0)	(0.0)	(0.0)
Other source	6.5	6.4	18.8	5.4	11.1	---	4.4	11.3	19.1
	(8.3)	(6.5)	(8.5)	(7.3)	(4.6)		(5.5)	(7.6)	(9.7)
Number of respondents	15	25	37	15	70	4	24	32	30

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 35A: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage received transportation help in the past year from:*															
Secondary school	42.8	39.4	58.0	43.4	43.9	41.3	48.5	43.9	38.8	42.4	50.4	18.8	61.6	38.7	38.2
	(4.4)	(9.6)	(7.5)	(8.3)	(6.0)	(6.6)	(10.0)	(8.5)	(6.0)	(5.4)	(9.0)	(12.1)	(9.1)	(6.3)	(8.5)
Special school	38.6	41.6	21.3	38.5	40.0	36.7	33.2	38.5	41.8	42.7	28.8	15.3	16.1	44.2	44.8
	(4.4)	(9.7)	(6.3)	(8.2)	(5.9)	(6.5)	(9.5)	(8.3)	(6.0)	(5.4)	(8.1)	(11.2)	(6.9)	(6.4)	(8.7)
Vocational Rehabilitation	2.1	5.0	3.4	0.0	1.6	3.0	3.2	0.0	3.1	1.1	5.6	5.0	4.4	0.7	0.0
	(1.3)	(4.3)	(2.8)	(0.0)	(1.5)	(2.3)	(3.5)	(0.0)	(2.1)	(1.1)	(4.1)	(6.8)	(3.8)	(1.1)	(0.0)
Hospital/institution	3.4	5.3	3.6	1.1	3.8	2.9	0.0	2.4	6.0	0.7	5.4	19.5	0.0	1.8	8.5
	(1.6)	(4.3)	(2.8)	(1.7)	(2.2)	(2.2)	(0.0)	(2.6)	(2.8)	(0.9)	(3.9)	(9.6)	(0.0)	(1.7)	(4.4)
Other source	21.8	16.4	25.8	19.7	19.9	24.6	17.7	23.1	23.2	19.0	22.6	40.9	24.7	23.0	20.0
	(3.6)	(7.0)	(6.6)	(6.5)	(4.6)	(5.6)	(7.5)	(7.1)	(4.9)	(4.3)	(7.3)	(12.0)	(8.1)	(5.4)	(6.4)
Number of respondents	223	48	78	60	124	99	42	59	122	148	56	19	50	109	60
Percentage with transportation help including:															
Rides on special vehicles	19.7	17.8	24.8	15.0	20.9	18.3	21.5	17.1	20.9	23.1	19.3	6.6	7.4	35.7	47.0
	(1.8)	(3.7)	(3.7)	(2.6)	(2.4)	(2.6)	(3.9)	(2.9)	(2.7)	(2.4)	(3.8)	(2.6)	(1.5)	(4.1)	(6.3)
Help getting into vehicles	2.4	3.7	2.5	0.6	2.5	2.4	1.3	2.1	3.5	2.7	3.4	0.2	1.3	3.8	5.6
	(0.7)	(1.9)	(1.3)	(0.6)	(0.9)	(1.0)	(1.1)	(1.1)	(1.2)	(0.9)	(1.8)	(0.5)	(0.7)	(1.6)	(2.9)
Help walking to school/work	0.8	1.6	0.0	0.8	0.7	1.0	0.8	1.1	0.6	1.3	0.0	0.0	0.2	0.7	4.5
	(0.4)	(1.2)	(0.0)	(0.6)	(0.5)	(0.7)	(0.9)	(0.8)	(0.5)	(0.6)	(0.0)	(0.0)	(0.3)	(0.7)	(2.6)
Owning adapted vehicle	0.3	0.0	0.3	0.0	0.3	0.2	0.0	0.5	0.2	0.4	0.0	0.0	0.0	0.3	1.5
	(0.2)	(0.0)	(0.5)	(0.0)	(0.3)	(0.3)	(0.0)	(0.6)	(0.3)	(0.4)	(0.0)	(0.0)	(0.0)	(0.5)	(1.5)
Aide to push wheelchair	1.0	1.3	0.2	0.8	1.6	0.3	1.5	1.2	0.6	1.3	0.6	0.4	0.4	1.1	4.4
	(0.5)	(1.1)	(0.4)	(0.6)	(0.7)	(0.4)	(1.2)	(0.8)	(0.5)	(0.7)	(0.7)	(0.7)	(0.4)	(0.9)	(2.6)
Rides to places could not otherwise go	3.1	3.4	3.0	1.6	3.2	2.9	2.7	3.6	2.9	3.4	2.9	1.9	1.9	4.1	7.4
	(0.8)	(1.8)	(1.5)	(0.9)	(1.0)	(1.1)	(1.6)	(1.4)	(1.1)	(1.0)	(1.6)	(1.4)	(0.8)	(1.7)	(3.3)
Other	2.4	2.0	2.8	0.7	2.8	1.8	2.4	2.8	2.0	2.7	2.2	1.0	2.2	2.1	4.2
	(0.7)	(1.4)	(1.4)	(0.6)	(1.0)	(0.9)	(1.5)	(1.3)	(0.9)	(0.9)	(1.4)	(1.1)	(0.9)	(1.2)	(2.5)
Number of respondents	898	192	249	331	504	394	186	285	427	541	191	165	504	250	115

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* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 35B: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received transportation help in the past year from:*									
Secondary school	47.7	36.7	42.4	42.0	42.9	---	53.3	36.4	36.6
	(10.9)	(8.0)	(6.8)	(11.0)	(5.2)	·	(8.2)	(7.2)	(7.9)
Special school	46.7	42.7	33.8	33.5	38.8	---	32.4	43.3	40.0
	(10.8)	(8.2)	(6.5)	(10.5)	(5.1)		(7.7)	(7.4)	(8.0)
Vocational Rehabilitation	0.0	0.4	3.1	4.2	2.0	---	2.3	1.2	3.5
	(0.0)	(1.1)	(2.4)	(4.5)	(1.5)		(2.5)	(1.6)	(3.0)
Hospital/institution	2.1	0.0	0.0	6.2	3.3	---	1.5	0.0	0.0
	(3.1)	(0.0)	(0.0)	(5.2)	(1.8)		(2.0)	(0.0)	(0.0)
Other source	5.6	26.1	32.4	27.2	22.2	---	17.2	23.3	31.2
	(5.0)	(7.3)	(6.4)	(9.6)	(4.2)		(6.2)	(6.3)	(7.6)
Number of respondents	36	63	92	36	163	13	65	83	69
Percentage with transportation help including:									
Rides on special vehicles	13.2	18.3	27.3	12.7	22.0	26.7	14.7	22.2	29.3
	(2.8)	(3.1)	(3.5)	(2.8)	(2.3)	(9.2)	(2.4)	(3.2)	(4.5)
Help getting into vehicles	1.9	1.8	3.0	1.4	2.6	5.7	0.9	3.1	4.4
	(1.1)	(1.1)	(1.3)	(1.0)	(0.9)	(4.8)	(0.6)	(1.4)	(2.0)
Help walking to school/work	0.0	1.0	0.7	0.9	0.7	2.9	0.6	0.5	2.3
	(0.0)	(0.8)	(0.7)	(0.8)	(0.5)	(3.5)	(0.5)	(0.6)	(1.5)
Owning adapted vehicle	0.0	0.0	0.4	0.6	0.1	0.0	0.0	0.3	1.1
	(0.0)	(0.0)	(0.5)	(0.6)	(0.2)	(0.0)	(0.0)	(0.4)	(1.0)
Aide to push wheelchair	0.6	0.7	1.4	0.6	1.4	0.0	0.0	1.6	3.2
	(0.7)	(0.7)	(0.9)	(0.6)	(0.7)	(0.0)	(0.0)	(1.0)	(1.7)
Rides to places could not otherwise go	2.8	2.0	3.3	2.4	3.5	4.1	1.5	3.3	6.6
	(1.4)	(1.1)	(1.4)	(1.3)	(1.0)	(4.1)	(0.8)	(1.4)	(2.5)
Other	2.1	2.2	2.0	1.6	2.9	0.0	1.7	3.1	3.3
	(1.2)	(1.2)	(1.1)	(1.1)	(0.9)	(0.0)	(0.9)	(1.4)	(1.8)
Number of respondents	243	267	281	243	590	40	375	302	187

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* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Secondary School Achievement	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage receiving grades with secondary school grade point average (GPA) of:*															
3.25 or higher	9.2	7.5	9.9	10.0	7.7	11.4	8.4	5.6	13.8	8.5	9.8	11.2	8.2	16.8	13.1
	(1.5)	(3.2)	(3.0)	(2.3)	(1.8)	(2.6)	(2.9)	(2.0)	(2.9)	(1.9)	(3.3)	(4.0)	(1.7)	(5.2)	(9.2)
2.75 to 3.24	13.1	11.9	18.0	12.1	12.9	13.5	10.4	12.3	16.2	13.6	11.5	14.2	13.3	16.7	4.1
	(1.8)	(3.9)	(3.9)	(2.5)	(2.3)	(2.8)	(3.2)	(2.9)	(3.1)	(2.4)	(3.5)	(4.4)	(2.1)	(5.2)	(5.4)
2.25 to 2.74	21.3	19.1	23.4	21.7	20.0	23.1	14.7	24.6	23.2	22.2	22.9	17.4	20.7	19.1	28.4
	(2.2)	(4.7)	(4.3)	(3.1)	(2.8)	(3.5)	(3.7)	(3.8)	(3.6)	(2.9)	(4.7)	(4.8)	(2.5)	(5.5)	(12.3)
1.75 to 2.24	26.6	23.8	30.7	25.8	28.9	23.3	28.4	24.5	27.4	27.5	23.2	28.1	26.5	26.2	26.5
	(2.3)	(5.1)	(4.7)	(3.3)	(3.1)	(3.5)	(4.8)	(3.8)	(3.8)	(3.1)	(4.7)	(5.7)	(2.7)	(6.1)	(12.0)
1.25 to 1.74	13.2	14.0	12.4	12.5	13.4	13.0	18.5	12.9	9.3	13.2	12.0	12.1	14.0	6.7	28.0
	(1.8)	(4.2)	(3.3)	(2.5)	(2.4)	(2.8)	(4.1)	(2.9)	(2.5)	(2.4)	(3.6)	(4.1)	(2.1)	(3.5)	(12.2)
Less than 1.25	16.5	23.8	5.7	17.9	17.1	15.7	19.6	20.1	10.1	15.0	20.5	17.1	17.3	14.4	0.0
	(2.0)	(5.1)	(2.3)	(2.9)	(2.6)	(3.0)	(4.2)	(3.5)	(2.6)	(2.5)	(4.5)	(4.7)	(2.3)	(4.9)	(0.0)
Number of respondents	618	126	172	290	363	254	150	223	245	357	143	112	468	91	25
Average GPA for students receiving grades:*															
As a whole	2.1	1.9	2.3	2.0	2.0	2.1	1.9	2.0	2.3	2.1	2.0	2.1	2.0	2.3	2.3
	(0.0)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)
In grades 7 or 8	1.9	1.9	---	1.9	2.0	1.8	2.0	---	---	2.1	---	---	1.9	---	---
	(0.1)	(0.2)		(0.2)	(0.1)	(0.2)	(0.1)			(0.1)			(0.1)		
In grades 9 or 10	1.9	1.6	2.2	1.8	1.7	2.1	1.9	1.8	1.8	2.0	1.3	1.6	1.8	2.1	---
	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.3)	(0.3)	(0.1)	(0.2)	
In grades 11 or 12	2.3	2.2	2.4	2.3	2.2	2.3	---	2.2	2.3	2.3	2.2	2.3	2.2	2.5	---
	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)		(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	
Number of respondents	616	126	172	289	362	253	149	223	244	356	142	112	467	90	25
Percentage receiving grades who received 1 or more failing grades in most recent school year:*															
As a whole	21.7	27.6	13.3	23.9	22.4	20.9	28.1	26.8	12.9	21.8	21.0	22.7	30.3	7.7	0.0
	(1.9)	(4.7)	(2.9)	(2.9)	(2.5)	(2.8)	(4.2)	(3.4)	(2.3)	(2.4)	(3.8)	(4.6)	(2.7)	(2.5)	(0.0)
In grades 7 or 8	42.2	45.6	---	37.0	42.9	41.0	40.0	---	---	38.5	---	---	48.0	---	---
	(8.1)	(17.5)		(10.9)	(10.4)	(12.9)	(8.3)			(9.3)			(8.9)		
In grades 9 or 10	35.1	45.1	19.7	36.7	38.6	30.8	32.1	38.5	27.2	31.6	58.4	40.5	37.9	28.3	---
	(4.0)	(9.5)	(6.3)	(5.8)	(5.5)	(5.9)	(6.6)	(5.4)	(11.3)	(4.3)	(13.2)	(15.1)	(4.7)	(10.1)	
In grades 11 or 12	18.4	23.1	12.1	20.8	16.7	21.3	---	20.2	17.9	18.0	19.4	17.4	22.9	3.2	0.0
	(3.0)	(8.0)	(4.3)	(4.5)	(3.6)	(5.0)		(5.8)	(3.5)	(4.9)	(5.1)	(5.5)	(3.7)	(3.3)	(0.0)
Number of respondents	870	167	257	364	501	367	190	285	395	501	207	151	507	210	117

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* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH MENTAL RETARDATION

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage receiving grades with secondary school grade point average (GPA) of:*									
3.25 or higher	10.8	10.2	9.7	4.7	11.9	19.0	11.3	7.8	15.3
	(3.5)	(3.5)	(3.6)	(2.6)	(2.5)	(12.5)	(3.0)	(3.0)	(5.6)
2.75 to 3.24	10.8	12.3	21.5	9.2	14.5	14.4	9.7	15.8	22.2
	(3.5)	(3.7)	(4.9)	(3.6)	(2.7)	(11.2)	(2.8)	(4.1)	(6.5)
2.25 to 2.74	24.4	23.7	26.2	17.9	27.3	13.0	20.2	28.5	26.6
	(4.9)	(4.9)	(5.3)	(4.8)	(3.5)	(10.7)	(3.8)	(5.1)	(6.9)
1.75 to 2.24	24.2	35.6	23.0	27.4	27.7	26.3	27.3	30.0	27.0
	(4.9)	(5.5)	(5.1)	(5.6)	(3.5)	(14.0)	(4.3)	(5.2)	(6.9)
1.25 to 1.74	13.0	11.4	12.5	15.2	9.8	20.2	13.8	11.7	4.5
	(3.8)	(3.6)	(4.0)	(4.5)	(2.3)	(12.8)	(3.3)	(3.6)	(3.3)
Less than 1.25	16.9	6.8	7.1	25.6	8.9	7.0	17.6	6.3	4.3
	(4.3)	(2.9)	(3.1)	(5.4)	(2.2)	(8.1)	(3.6)	(2.7)	(3.2)
Number of respondents	129	129	119	115	289	17	187	140	74
Average GPA for students receiving grades:*									
As a whole	2.1	2.2	2.3	1.8	2.3	2.3	2.0	2.2	2.5
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.3)	(0.1)	(0.1)	(0.1)
In grades 7 or 8	1.9	---	---	---	2.2	---	2.0	---	---
	(0.2)				(0.2)		(0.2)		
In grades 9 or 10	1.7	2.1	2.0	1.4	2.2	---	1.7	2.0	2.5
	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)		(0.1)	(0.2)	(0.2)
In grades 11 or 12	2.4	2.3	2.5	2.2	2.3	---	2.2	2.5	2.5
	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)		(0.1)	(0.1)	(0.1)
Number of respondents	128	129	118	115	288	16	186	139	74
Percentage receiving grades who received 1 or more failing grades in most recent school year:*									
As a whole	22.9	14.2	12.4	30.7	13.1	12.2	23.6	12.3	8.3
	(4.3)	(3.3)	(3.2)	(5.0)	(2.2)	(7.9)	(3.5)	(3.2)	(3.2)
In grades 7 or 8	42.8	---	---	---	33.1	---	44.2	---	---
	(16.1)				(12.3)		(13.7)		
In grades 9 or 10	38.5	22.6	26.3	51.2	19.2	---	40.1	19.2	7.0
	(8.9)	(8.4)	(8.1)	(9.4)	(5.1)		(7.1)	(7.6)	(6.6)
In grades 11 or 12	14.8	17.0	6.9	22.9	14.4	---	16.2	12.3	17.1
	(6.1)	(5.7)	(4.2)	(7.9)	(3.8)		(5.4)	(4.9)	(7.9)
Number of respondents	163	194	186	153	431	29	257	195	131

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* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH MENTAL RETARDATION (Continued)

		Community			Gender		Age in 1987			School Status			Severity		
Secondary School Achievement	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Of students that had graded classes in regular education, percentage receiving a failing grade*	27.3	35.8	19.3	26.5	26.5	28.7	33.9	31.4	16.9	27.6	27.4	26.0	28.3	18.7	---
	(2.6)	(7.3)	(4.3)	(3.5)	(3.3)	(4.1)	(5.5)	(4.3)	(3.6)	(3.4)	(5.6)	(5.9)	(2.9)	(6.9)	
Number of respondents	513	78	152	258	306	206	124	194	195	299	109	99	420	55	10
Of students that had graded classes in special education, percentage receiving a failing grade**	10.5	19.1	3.5	10.9	11.2	9.5	10.5	14.4	6.9	8.9	13.4	12.9	13.8	5.6	0.0
	(1.4)	(4.3)	(1.6)	(2.2)	(1.9)	(2.1)	(3.0)	(2.8)	(1.8)	(1.7)	(3.3)	(3.8)	(2.1)	(2.2)	(0.0)
Number of respondents	835	154	250	354	485	349	180	278	377	485	196	144	488	205	109
Percentage absent from school:															
Fewer than 5 days	31.9	22.0	32.6	34.5	32.9	30.4	27.7	33.8	33.0	34.5	28.8	27.2	30.1	38.6	29.2
	(2.2)	(4.6)	(4.2)	(3.3)	(2.9)	(3.3)	(4.4)	(3.8)	(3.3)	(2.9)	(4.3)	(5.0)	(2.7)	(4.7)	(6.0)
6 to 10 days	20.9	15.0	27.2	22.2	22.4	19.0	21.4	21.4	20.2	21.2	19.4	23.3	19.5	26.7	22.1
	(1.9)	(3.9)	(4.0)	(2.9)	(2.6)	(2.8)	(4.0)	(3.3)	(2.9)	(2.5)	(3.8)	(4.8)	(2.4)	(4.3)	(5.5)
11 to 20 days	21.7	20.4	18.0	24.5	21.6	22.0	27.0	18.6	21.2	21.7	22.0	20.6	23.0	15.9	23.2
	(1.9)	(4.4)	(3.4)	(3.0)	(2.5)	(3.0)	(4.3)	(3.1)	(2.9)	(2.5)	(4.0)	(4.6)	(2.5)	(3.6)	(5.6)
21 to 30 days	12.3	19.2	12.3	9.4	10.0	15.5	13.9	12.7	10.8	13.3	10.2	10.4	13.1	9.0	10.7
	(1.5)	(4.3)	(2.9)	(2.0)	(1.8)	(2.6)	(3.4)	(2.6)	(2.2)	(2.1)	(2.9)	(3.4)	(2.0)	(2.8)	(4.1)
More than 30 days	13.1	23.4	9.9	9.3	13.2	13.0	10.1	13.5	14.7	9.4	19.6	18.5	14.3	9.7	14.8
	(1.6)	(4.7)	(2.7)	(2.0)	(2.1)	(2.4)	(2.9)	(2.7)	(2.5)	(1.8)	(3.8)	(4.4)	(2.1)	(2.9)	(4.7)
Number of respondents	807	151	228	355	462	344	177	272	358	462	196	141	483	187	106

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* See Appendix for percentage of students that had graded classes in regular education.

** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH MENTAL RETARDATION (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Secondary School Achievement	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students that had graded classes in regular education, percentage receiving a failing grade*	27.2	17.5	20.8	38.7	16.7	---	29.7	15.2	11.1
	(5.9)	(4.6)	(5.4)	(6.9)	(3.2)		(4.9)	(4.5)	(5.4)
Number of respondents	94	112	96	89	239	11	149	112	60
Of students that had graded classes in special education, percentage receiving a failing grade**	11.7	6.3	3.7	14.8	6.0	12.3	11.5	6.5	2.1
	(3.3)	(2.3)	(1.9)	(3.9)	(1.6)	(8.1)	(2.7)	(2.4)	(1.7)
Number of respondents	162	185	178	148	416	28	252	186	125
Percentage absent from school:									
Fewer than 5 days	27.4	35.7	41.0	29.3	36.4	23.5	28.7	36.3	43.4
	(4.6)	(4.7)	(5.0)	(5.0)	(3.2)	(11.0)	(3.8)	(4.8)	(6.3)
6 to 10 days	17.2	25.9	27.6	20.0	22.4	14.2	16.8	29.0	27.0
	(3.9)	(4.3)	(4.5)	(4.4)	(2.8)	(9.1)	(3.1)	(4.5)	(5.6)
11 to 20 days	26.4	17.9	16.0	23.2	20.4	27.0	23.6	18.1	17.4
	(4.6)	(3.8)	(3.7)	(4.7)	(2.7)	(11.6)	(3.6)	(3.8)	(4.8)
21 to 30 days	12.1	10.3	10.4	11.6	10.5	19.4	14.0	9.2	6.7
	(3.4)	(3.0)	(3.1)	(3.5)	(2.1)	(10.3)	(2.9)	(2.9)	(3.2)
More than 30 days	16.9	10.2	5.0	15.8	10.3	16.0	16.8	7.5	5.4
	(3.9)	(3.0)	(2.2)	(4.0)	(2.0)	(9.5)	(3.1)	(2.6)	(2.9)
Number of respondents	158	180	169	147	398	25	246	183	114

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* See Appendix for percentage of students that had graded classes in regular education.

** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Secondary School Achievement	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Average days absent:															
As a whole	14.8	20.2	13.5	12.8	14.5	15.3	15.0	14.7	14.8	13.2	17.6	16.7	15.6	11.8	16.2
	(0.7)	(1.8)	(1.2)	(0.9)	(0.9)	(1.0)	(1.4)	(1.2)	(1.1)	(0.8)	(1.7)	(1.8)	(0.9)	(1.3)	(2.2)
In grades 7 or 8	16.9	---	---	12.9	17.7	15.9	16.5	---	---	14.1	---	---	16.9	---	---
	(2.5)			(3.0)	(3.3)	(3.7)	(2.5)			(2.3)			(2.7)		
In grades 9 or 10	16.9	23.6	14.6	14.7	16.6	17.4	14.4	17.8	21.4	14.5	26.6	27.2	18.0	9.8	---
	(1.4)	(3.3)	(2.3)	(1.8)	(1.9)	(1.9)	(2.0)	(1.9)	(4.0)	(1.3)	(4.6)	(6.7)	(1.6)	(2.2)	
In grades 11 or 12	13.2	19.0	11.2	11.8	13.0	13.5	---	11.2	14.2	11.2	14.0	14.6	13.7	12.9	10.5
	(1.1)	(3.4)	(1.6)	(1.4)	(1.3)	(1.7)		(1.8)	(1.3)	(1.6)	(2.0)	(1.9)	(1.3)	(2.6)	(2.8)
Ungraded	13.4	18.4	13.9	11.1	12.7	14.2	14.3	11.0	14.3	12.4	17.4	10.3	12.2	11.8	16.7
	(1.4)	(3.5)	(2.8)	(2.0)	(1.9)	(1.9)	(3.2)	(2.2)	(2.0)	(1.6)	(3.3)	(3.4)	(2.7)	(1.8)	(2.9)
Number of respondents	805	151	228	354	461	343	176	272	357	461	195	141	482	186	106
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	72.9	75.6	79.6	67.1	68.1	78.6	83.7	69.6	69.6	75.7	76.3	59.3	63.1	87.0	98.7
	(2.6)	(5.9)	(4.4)	(4.1)	(3.7)	(3.7)	(4.9)	(4.7)	(4.0)	(3.3)	(5.2)	(6.9)	(3.7)	(3.9)	(1.9)
Number of respondents	510	100	151	222	280	228	96	167	247	288	125	91	293	133	64
Percentage taking minimum competency tests that:															
Failed	51.4	54.4	45.0	52.2	55.0	44.4	---	65.7	39.4	58.4	37.7	50.1	47.5	76.6	---
	(5.7)	(14.6)	(11.1)	(7.7)	(7.1)	(9.5)		(8.7)	(8.0)	(7.7)	(12.0)	(12.0)	(6.3)	(14.2)	
Passed in part	27.7	27.7	30.8	29.1	26.0	30.9	---	27.6	28.2	25.8	32.7	29.5	32.0	0.0	---
	(5.1)	(13.1)	(10.3)	(7.0)	(6.3)	(8.8)		(8.2)	(7.3)	(6.9)	(11.6)	(10.9)	(5.9)	(0.0)	
Passed fully	21.0	17.9	24.2	18.7	19.0	24.7	---	6.7	32.3	15.7	29.6	20.4	20.5	23.4	---
	(4.7)	(11.3)	(9.5)	(6.0)	(5.6)	(8.3)		(4.6)	(7.6)	(5.7)	(11.3)	(9.6)	(5.1)	(14.2)	
Number of respondents	131	21	35	69	84	47	14	52	65	70	28	30	106	16	1

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* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH MENTAL RETARDATION (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Secondary School Achievement	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average days absent:									
As a whole	16.5 (1.5)	12.9 (1.4)	10.5 (1.2)	15.6 (1.6)	13.1 (0.9)	17.9 (3.6)	16.8 (1.3)	11.3 (1.2)	9.8 (1.4)
In grades 7 or 8	---	---	---	---	13.2 (3.5)	---	13.0 (3.4)	---	---
In grades 9 or 10	17.9 (2.6)	16.6 (3.6)	12.7 (2.3)	21.3 (3.1)	14.2 (1.8)	---	19.5 (2.4)	13.8 (2.4)	8.2 (1.6)
In grades 11 or 12	15.4 (2.5)	10.9 (1.8)	8.8 (1.9)	13.8 (2.7)	12.4 (1.5)	---	17.2 (2.3)	8.9 (1.4)	9.3 (2.7)
Ungraded	18.7 (3.8)	11.5 (2.4)	10.2 (2.2)	10.2 (2.9)	12.7 (1.8)	---	14.0 (2.5)	13.6 (3.2)	10.6 (2.6)
Number of respondents	157	180	168	147	397	24	245	182	114
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	72.5 (5.9)	72.9 (5.6)	73.6 (5.4)	67.9 (6.1)	74.0 (3.8)	100 (0.0)	70.6 (4.8)	77.1 (5.5)	76.8 (6.3)
Number of respondents	97	109	118	106	243	18	160	109	82
Percentage taking minimum competency tests that:									
Failed	54.4 (12.8)	50.6 (11.7)	56.7 (12.1)	59.7 (11.4)	43.3 (8.4)	---	57.5 (9.7)	59.0 (12.7)	23.9 (13.9)
Passed in part	24.8 (11.1)	36.1 (11.3)	18.6 (9.5)	20.1 (9.4)	33.5 (8.0)	---	24.8 (8.5)	17.8 (9.9)	48.5 (16.3)
Passed fully	20.7 (10.4)	13.3 (8.0)	24.7 (10.5)	20.2 (9.4)	23.2 (7.2)	---	17.7 (7.5)	23.2 (10.9)	27.7 (14.6)
Number of respondents	25	30	29	33	60	0	45	26	17

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* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 37A: SECONDARY SCHOOL COMPLETION OF YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
School Completion	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage out-of-school youth who:*															
Graduated	49.8	45.0	64.5	53.7	50.0	49.9	5.5	25.9	59.0	---	51.1	47.7	57.2	37.2	29.8
	(3.2)	(6.9)	(6.3)	(5.1)	(4.2)	(4.8)	(7.1)	(6.7)	(3.5)		(4.3)	(4.6)	(3.9)	(6.3)	(9.3)
Dropped out	29.9	40.2	13.1	31.7	29.1	30.6	62.9	68.0	17.7	---	31.4	28.5	31.9	23.4	22.5
	(2.9)	(6.8)	(4.5)	(4.8)	(3.8)	(4.4)	(14.9)	(7.2)	(2.7)		(4.0)	(4.2)	(3.7)	(5.5)	(8.5)
Were suspended expelled	3.7	3.7	3.6	3.1	4.9	2.0	31.5	6.1	1.2	---	5.5	1.6	2.9	3.9	10.5
	(1.2)	(2.6)	(2.5)	(1.8)	(1.8)	(1.3)	(14.4)	(3.7)	(0.8)		(2.0)	(1.2)	(1.3)	(2.5)	(6.3)
Reached age limit	16.6	11.1	18.9	11.6	16.0	17.5	0.0	0.0	22.1	---	12.0	22.2	8.0	35.4	37.2
	(2.4)	(4.3)	(5.2)	(3.3)	(3.1)	(3.7)	(0.0)	(0.0)	(2.9)		(2.8)	(3.9)	(2.1)	(6.2)	(9.9)
Number of respondents	459	100	108	163	260	198	17	71	371	0	242	214	287	113	47
Percentage of graduates receiving a regular diploma	46.9	50.7	48.9	48.3	48.3	44.7	---	---	46.9	---	47.2	46.6	57.7	27.4	5.6
	(4.5)	(9.8)	(8.3)	(7.0)	(6.0)	(6.8)			(4.7)		(6.0)	(7.1)	(5.6)	(8.4)	(6.2)
Number of respondents	219	48	66	86	123	96	1	11	207	0	124	91	138	51	26
Percentage of dropouts whose parents reported they left school because:															
Not doing well in school	26.3	33.0	---	---	39.4	10.4	---	21.0	35.0	---	23.6	30.0	27.5	---	---
	(8.9)	(15.0)			(13.3)	(9.1)		(10.9)	(14.8)		(11.4)	(14.2)	(10.3)		
Didn't like school/bored	24.9	27.6	---	---	20.2	30.7	---	33.1	14.6	---	26.0	23.4	27.7	---	---
	(8.7)	(14.3)			(10.9)	(13.8)		(12.6)	(11.0)		(11.8)	(13.2)	(10.3)		
Had behavior problems	13.6	18.7	---	---	14.4	12.8	---	14.2	13.5	---	14.8	12.0	14.5	---	---
	(6.9)	(12.5)			(9.6)	(10.0)		(9.4)	(10.6)		(9.5)	(10.1)	(8.1)		
Needed/found a job	12.1	4.5	---	---	11.0	13.3	---	10.7	14.6	---	10.2	14.7	13.7	---	---
	(6.6)	(6.6)			(8.5)	(10.1)		(8.3)	(11.0)		(8.1)	(11.0)	(7.9)		
Got married/had a child	6.7	10.2	---	---	0.0	14.9	---	3.8	6.1	---	4.2	10.4	8.8	---	---
	(5.0)	(9.7)			(0.0)	(10.6)		(5.1)	(7.4)		(5.4)	(9.5)	(6.5)		
Didn't get into program wanted	0.0	0.0	---	---	0.0	0.0	---	0.0	0.0	---	0.0	0.0	0.0	---	---
	(0.0)	(0.0)			(0.0)	(0.0)		(0.0)	(0.0)		(0.0)	(0.0)	(0.0)		
Illness or disability	7.7	0.0	---	---	5.8	10.1	---	9.4	5.8	---	9.1	5.7	8.7	---	---
	(5.4)	(0.0)			(6.4)	(9.0)		(7.8)	(7.2)		(7.7)	(7.2)	(6.5)		
Moved	5.5	3.4	---	---	2.8	8.8	---	3.3	3.8	---	3.2	8.8	4.7	---	---
	(4.6)	(5.8)			(4.5)	(8.5)		(4.8)	(5.9)		(4.8)	(8.8)	(4.9)		
Friends were dropping out	0.0	0.0	---	---	0.0	0.0	---	0.0	0.0	---	0.0	0.0	0.0	---	---
	(0.0)	(0.0)			(0.0)	(0.0)		(0.0)	(0.0)		(0.0)	(0.0)	(0.0)		
Other	19.3	21.8	---	---	24.2	13.4	---	16.2	24.6	---	21.3	16.4	17.4	---	---
	(7.9)	(13.2)			(11.7)	(10.2)		(9.9)	(13.4)		(11.0)	(11.5)	(8.7)		
Number of respondents	44	18	3	14	24	20	1	24	19	0	25	19	33	9	1
Percentage of dropouts expected by parents to finish secondary school	27.4	29.4	---	---	26.0	29.3	---	45.7	12.6	---	40.2	14.3	24.9	---	---
	(9.5)	(16.0)			(12.5)	(14.7)		(15.4)	(10.0)		(14.7)	(10.9)	(10.4)		
Number of respondents	39	15	2	12	22	17	1	18	20	0	20	19	30	7	1

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* See Appendix for percentage of youth who were out of secondary school.

Source: Parent interviews and students' school records.

Table 37B: SECONDARY SCHOOL COMPLETION OF YOUTH WITH MENTAL RETARDATION

School Completion	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage out-of-school youth who:*									
Graduated	49.9 (6.4)	54.6 (6.4)	59.6 (6.7)	51.9 (6.9)	49.8 (4.3)	---	46.1 (5.5)	61.4 (6.1)	64.1 (8.0)
Dropped out	31.3 (6.0)	21.6 (5.3)	19.4 (5.4)	28.4 (6.2)	27.8 (3.9)	---	35.5 (5.3)	16.0 (4.6)	11.3 (5.3)
Were suspended expelled	3.7 (2.4)	1.2 (1.4)	0.0 (0.0)	2.9 (2.3)	2.1 (1.2)	---	3.8 (2.1)	0.0 (0.0)	0.0 (0.0)
Reached age limit	15.1 (4.6)	22.6 (5.4)	21.0 (5.5)	16.9 (5.1)	20.2 (3.5)	---	14.5 (3.9)	22.5 (5.2)	24.6 (7.2)
Number of respondents	104	108	97	95	252	7	145	123	66
Percentage of graduates receiving a regular diploma	42.1 (9.2)	38.9 (8.2)	52.7 (9.9)	28.7 (8.8)	52.0 (6.3)	---	36.4 (8.4)	50.8 (8.3)	45.5 (11.4)
Number of respondents	49	61	44	47	114	2	58	67	35
Percentage of dropouts whose parents reported they left school because:									
Not doing well in school	---	35.1 (15.7)	---	---	32.1 (11.5)	---	32.1 (12.1)	---	---
Didn't like school/bored	---	22.9 (13.9)	---	---	21.1 (10.0)	---	20.7 (10.5)	---	---
Had behavior problems	---	2.9 (5.6)	---	---	15.8 (9.0)	---	17.8 (9.9)	---	---
Needed/found a job	---	0.0 (0.0)	---	---	9.2 (7.1)	---	3.4 (4.7)	---	---
Got married/had a child	---	13.9 (11.4)	---	---	3.8 (4.7)	---	11.0 (8.1)	---	---
Didn't get into program wanted	---	0.0 (0.0)	---	---	0.0 (0.0)	---	0.0 (0.0)	---	---
Illness or disability	---	9.7 (9.7)	---	---	7.0 (6.3)	---	10.9 (8.1)	---	---
Moved	---	11.1 (10.3)	---	---	2.9 (4.1)	---	5.9 (6.1)	---	---
Friends were dropping out	---	0.0 (0.0)	---	---	0.0 (0.0)	---	0.0 (0.0)	---	---
Other	---	14.1 (11.5)	---	---	18.4 (9.5)	---	16.3 (9.6)	---	---
Number of respondents	12	16	12	11	30	2	26	11	4
Percentage of dropouts expected by parents to finish secondary school	---	31.6 (15.3)	---	---	21.2 (10.6)	---	21.3 (11.3)	---	---
Number of respondents	11	16	8	10	27	1	23	10	3

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* See Appendix for percentage of youth who were out of secondary school

Source: Parent interviews and students' school records.

Table 38A: RESIDENTIAL INDEPENDENCE OF YOUTH WITH MENTAL RETARDATION

Residential Independence Characteristics	Total	Community			Gender		Age in 1987			School Status			Severity		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage living:															
With parent(s)	87.5	90.0	89.5	89.4	87.8	87.2	92.2	91.1	81.6	93.0	79.1	75.7	88.8	90.9	76.4
	(1.4)	(2.9)	(2.6)	(2.2)	(1.9)	(2.2)	(2.5)	(2.2)	(2.5)	(1.4)	(3.9)	(4.3)	(1.8)	(2.4)	(5.1)
Alone	0.4	0.7	0.0	0.2	0.0	0.8	0.0	0.0	0.9	0.0	0.4	1.7	0.6	0.0	0.0
	(0.3)	(0.8)	(0.0)	(0.3)	(0.0)	(0.6)	(0.0)	(0.0)	(0.6)	(0.0)	(0.6)	(1.3)	(0.5)	(0.0)	(0.0)
With spouse/roommate	1.6	0.0	0.8	2.2	1.7	1.5	0.4	1.1	2.8	0.2	1.4	7.5	2.4	0.0	0.0
	(0.5)	(0.0)	(0.7)	(1.0)	(0.7)	(0.8)	(0.6)	(0.8)	(1.0)	(0.2)	(1.1)	(2.7)	(0.9)	(0.0)	(0.0)
With other family member	3.8	4.5	1.4	3.6	3.5	4.2	3.3	2.4	5.4	2.6	8.4	3.5	5.2	2.1	0.9
	(0.8)	(2.0)	(1.0)	(1.3)	(1.1)	(1.3)	(1.7)	(1.2)	(1.4)	(0.9)	(2.7)	(1.9)	(1.3)	(1.2)	(1.1)
In a residential/boarding school (not a college)	1.3	0.0	2.4	0.6	1.0	1.7	0.9	1.9	1.1	1.3	2.5	0.2	0.6	1.9	3.0
	(0.5)	(0.0)	(1.3)	(0.5)	(0.6)	(0.9)	(0.9)	(1.0)	(0.7)	(0.6)	(1.5)	(0.5)	(0.4)	(1.2)	(2.1)
In a college dormitory	0.1	0.0	0.0	0.3	0.2	0.0	0.0	0.0	0.3	0.0	0.6	0.0	0.2	0.0	0.0
	(0.1)	(0.0)	(0.0)	(0.4)	(0.3)	(0.0)	(0.0)	(0.0)	(0.3)	(0.0)	(0.7)	(0.0)	(0.2)	(0.0)	(0.0)
In a group home	2.8	1.7	3.5	2.6	2.8	2.9	1.4	2.3	4.1	2.5	3.5	3.1	1.6	3.6	7.8
	(0.7)	(1.2)	(1.6)	(1.1)	(1.0)	(1.1)	(1.1)	(1.1)	(1.3)	(0.9)	(1.8)	(1.8)	(0.7)	(1.6)	(3.2)
In a mental health facility or hospital/institution for the disabled	1.8	1.8	1.2	1.1	2.0	1.5	1.4	0.9	2.9	0.0	2.4	8.2	0.0	1.2	10.5
	(0.6)	(1.3)	(0.9)	(0.7)	(0.8)	(0.8)	(1.1)	(0.7)	(1.1)	(0.0)	(1.5)	(2.8)	(0.0)	(0.9)	(3.7)
In a correctional facility	0.6	1.3	1.1	0.0	1.0	0.0	0.5	0.3	0.8	0.5	1.3	0.0	0.6	0.0	1.4
	(0.3)	(1.1)	(0.9)	(0.0)	(0.6)	(0.0)	(0.7)	(0.4)	(0.6)	(0.4)	(1.1)	(0.0)	(0.5)	(0.0)	(1.4)
Other	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.2	0.0	0.4	0.0	0.0	0.3	0.0
	(0.1)	(0.0)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)	(0.0)	(0.3)	(0.0)	(0.6)	(0.0)	(0.0)	(0.5)	(0.0)
Number of respondents	950	200	261	350	534	416	195	298	457	564	200	183	528	257	130
Percentage of institutionalized youth who have been in institutions:															
Less than 6 months	19.5	---	---	---	20.5	18.1	---	---	22.9	32.7	---	4.5	---	25.9	11.8
	(7.6)				(10.0)	(11.8)			(9.7)	(16.1)		(6.2)		(14.9)	(9.1)
6 to 12 months	18.6	---	---	---	18.9	18.1	---	---	8.6	22.4	---	18.1	---	34.2	2.3
	(7.5)				(9.7)	(11.8)			(6.4)	(14.3)		(11.6)		(16.1)	(4.2)
13 to 36 months	28.2	---	---	---	23.4	35.4	---	---	28.9	14.2	---	37.5	---	17.2	31.7
	(8.7)				(10.5)	(14.7)			(10.4)	(12.0)		(14.6)		(12.8)	(13.1)
> 36 months	33.7	---	---	---	37.3	28.4	---	---	39.6	30.6	---	39.9	---	22.7	54.2
	(9.1)				(11.9)	(13.9)			(11.2)	(15.9)		(14.7)		(14.2)	(14.0)
Number of respondents	52	11	13	14	31	21	6	8	38	16	14	22	11	16	24
Percentage making alterations to home to accommodate disability	0.8	0.0	2.0	0.6	0.6	1.1	1.7	0.0	0.9	0.9	0.4	0.9	0.0	1.7	3.1
	(0.4)	(0.0)	(1.2)	(·0.5)	(0.5)	(0.7)	(1.3)	(0.0)	(0.6)	(0.6)	(0.6)	(1.0)	(0.0)	(1.1)	(2.3)
Number of respondents	842	184	243	320	472	370	165	261	416	508	178	154	464	242	107

Source: Parent interviews

Table 38B: RESIDENTIAL INDEPENDENCE OF YOUTH WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Residential Independence Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage living:									
With parent(s)	87.3	94.3	88.9	89.2	86.7	92.4	88.2	93.8	87.7
	(2.8)	(1.9)	(2.5)	(2.6)	(1.8)	(5.5)	(2.2)	(1.9)	(3.3)
Alone	0.5	0.0	0.4	0.4	0.4	0.0	0.4	0.3	0.0
	(0.6)	(0.0)	(0.5)	(0.5)	(0.4)	(0.0)	(0.4)	(0.4)	(0.0)
With spouse/roommate	3.1	1.2	0.6	0.7	1.9	2.0	2.1	0.6	2.3
	(1.4)	(0.9)	(0.6)	(0.7)	(0.7)	(2.9)	(1.0)	(0.6)	(1.5)
With other family member	5.6	2.6	2.4	6.0	2.8	2.9	6.1	1.8	1.0
	(1.9)	(1.3)	(1.2)	(2.0)	(0.9)	(3.4)	(1.6)	(1.0)	(1.0)
In a residential/boarding school (not a college)	0.4	0.4	2.4	0.7	1.5	0.0	0.8	0.6	2.3
	(0.5)	(0.5)	(1.2)	(0.7)	(0.7)	(0.0)	(0.6)	(0.6)	(1.5)
In a college dormitory	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
In a group home	1.9	1.3	4.4	1.1	3.4	2.7	1.4	2.4	6.1
	(1.1)	(0.9)	(1.6)	(0.9)	(1.0)	(3.3)	(0.8)	(1.2)	(2.4)
In a mental health facility or hospital/institution for the disabled	0.0	0.2	0.4	1.0	2.6	0.0	0.0	0.2	0.5
	(0.0)	(0.4)	(0.5)	(0.8)	(0.9)	(0.0)	(0.0)	(0.3)	(0.7)
In a correctional facility	1.2	0.0	0.6	1.0	0.5	0.0	1.0	0.4	0.0
	(0.9)	(0.0)	(0.6)	(0.8)	(0.4)	(0.0)	(0.7)	(0.5)	(0.0)
Other	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	244	267	281	249	613	40	376	301	187
Percentage of institutionalized youth who have been in institutions:									
Less than 6 months	---	---	18.0	---	15.9	---	---	---	---
			(13.7)		(7.6)				
6 to 12 months	---	---	26.4	---	17.3	---	---	---	---
			(15.7)		(7.9)				
13 to 36 months	---	---	48.7	---	35.4	---	---	---	---
			(17.8)		(10.0)				
> 36 months	---	---	6.9	---	31.4	---	---	---	---
			(9.0)		(9.7)				
Number of respondents	7	6	15	6	44	1	7	10	13
Percentage making alterations to home to accommodate disability	0.0	0.9	2.2	0.0	1.3	0.0	0.5	1.2	1.0
	(0.0)	(0.8)	(1.2)	(0.0)	(0.6)	(0.0)	(0.5)	(0.9)	(1.0)
Number of respondents	204	251	278	218	567	31	332	289	181

Source: Parent interviews.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Home-Care Independence	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage fixing own breakfast or lunch:															
Always	32.0	37.6	36.0	25.0	32.2	31.8	28.5	34.9	31.8	29.8	33.6	41.2	38.9	24.7	7.7
	(2.2)	(4.5)	(4.1)	(3.2)	(3.0)	(3.4)	(4.5)	(3.9)	(3.4)	(2.7)	(5.1)	(6.0)	(3.1)	(3.9)	(3.7)
Usually	15.4	12.6	16.5	16.9	14.7	16.5	13.1	17.9	14.7	15.9	17.5	10.8	17.9	14.0	6.9
	(1.7)	(3.1)	(3.2)	(2.8)	(2.3)	(2.7)	(3.4)	(3.1)	(2.6)	(2.2)	(4.1)	(3.8)	(2.4)	(3.1)	(3.5)
Sometimes	38.0	29.5	35.8	46.2	37.5	38.8	39.5	37.2	37.8	38.6	38.6	34.5	36.4	44.5	37.3
	(2.3)	(4.2)	(4.1)	(3.7)	(3.1)	(3.6)	(4.9)	(4.0)	(3.5)	(2.9)	(5.3)	(5.8)	(3.1)	(4.5)	(6.7)
Never	14.5	20.4	11.8	11.9	15.6	13.0	18.9	10.0	15.7	15.7	10.4	13.6	6.8	16.8	48.1
	(1.7)	(3.7)	(2.8)	(2.4)	(2.3)	(2.5)	(3.9)	(2.5)	(2.6)	(2.2)	(3.3)	(4.2)	(1.6)	(3.4)	(6.9)
Number of respondents	786	215	251	320	447	339	170	262	354	500	158	128	441	226	97
Percentage buying items from a store on his/her own:															
Always	19.2	21.2	18.5	18.1	17.9	20.9	20.7	20.0	17.4	17.0	20.0	29.4	27.0	8.3	4.7
	(1.9)	(3.8)	(3.3)	(2.8)	(2.5)	(3.0)	(4.1)	(3.3)	(2.8)	(2.2)	(4.4)	(5.5)	(2.8)	(2.5)	(2.9)
Usually	13.7	17.2	13.8	11.1	14.3	13.0	13.9	13.9	13.5	12.6	14.9	18.1	17.0	8.9	4.5
	(1.7)	(3.5)	(3.0)	(2.3)	(2.2)	(2.5)	(3.5)	(2.8)	(2.5)	(2.0)	(3.9)	(4.7)	(2.4)	(2.6)	(2.9)
Sometimes	38.6	32.7	38.6	43.2	39.3	37.7	35.7	39.9	39.4	39.8	41.5	29.2	42.6	38.0	19.6
	(2.4)	(4.4)	(4.2)	(3.7)	(3.1)	(3.6)	(4.9)	(4.0)	(3.6)	(2.9)	(5.4)	(5.5)	(3.1)	(4.4)	(5.5)
Never	28.4	28.9	29.1	27.6	28.4	28.4	29.8	26.1	29.7	30.6	23.7	23.3	13.3	44.7	71.2
	(2.2)	(4.2)	(3.9)	(3.3)	(2.9)	(3.3)	(4.6)	(3.6)	(3.3)	(2.8)	(4.7)	(5.1)	(2.2)	(4.5)	(6.3)
Number of respondents	781	213	251	317	444	337	167	263	351	498	155	128	440	223	97
Percentage doing laundry:															
Always	14.6	21.7	10.3	12.1	10.6	20.1	13.3	17.1	13.1	12.0	20.8	19.7	18.6	9.9	4.6
	(1.7)	(3.8)	(2.6)	(2.4)	(2.0)	(2.9)	(3.4)	(3.1)	(2.4)	(1.9)	(4.4)	(4.8)	(2.5)	(2.7)	(2.9)
Usually	6.9	6.8	6.3	7.4	5.3	9.2	8.7	6.8	5.8	6.7	5.8	9.3	9.5	4.0	0.9
	(1.2)	(2.3)	(2.1)	(1.9)	(1.4)	(2.1)	(2.8)	(2.1)	(1.7)	(1.5)	(2.5)	(3.5)	(1.9)	(1.8)	(1.3)
Sometimes	30.5	29.8	30.6	31.0	26.9	35.4	25.2	32.7	32.2	30.7	27.7	33.0	33.8	27.2	17.8
	(2.2)	(4.2)	(4.0)	(3.4)	(2.8)	(3.5)	(4.4)	(3.8)	(3.4)	(2.7)	(4.9)	(5.7)	(3.0)	(4.0)	(5.3)
Never	48.0	41.6	52.9	49.5	57.2	35.4	52.8	43.5	48.9	50.5	45.8	38.0	38.1	58.9	76.7
	(2.4)	(4.6)	(4.3)	(3.7)	(3.2)	(3.5)	(5.0)	(4.1)	(3.6)	(3.0)	(5.4)	(5.9)	(3.1)	(4.4)	(5.9)
Number of respondents	786	215	251	320	446	340	170	262	354	500	158	128	441	226	97

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH MENTAL RETARDATION

Home-Care Independence	Household Income: Under $12,000	12,000-$24,999	$25,000 and Over	Ethnicity: Black	White	Hispanic	Head of Household's Education: No High School Diploma	High School Diploma	Beyond High School
Percentage fixing own breakfast or lunch:									
Always	30.9	35.7	27.7	38.6	30.6	18.7	31.5	31.3	34.8
	(4.2)	(4.0)	(3.7)	(4.4)	(2.7)	(8.4)	(3.4)	(3.8)	(5.1)
Usually	12.8	15.1	21.0	12.2	17.3	4.3	11.8	19.7	18.7
	(3.0)	(3.0)	(3.4)	(3.0)	(2.2)	(4.3)	(2.3)	(3.2)	(4.2)
Sometimes	39.6	37.6	38.8	35.8	37.4	53.0	42.3	34.8	30.0
	(4.4)	(4.0)	(4.1)	(4.4)	(2.9)	(10.7)	(3.6)	(3.9)	(4.9)
Never	16.8	11.6	12.5	13.5	14.6	24.1	14.4	14.2	16.5
	(3.4)	(2.7)	(2.8)	(3.1)	(2.1)	(9.2)	(2.5)	(2.8)	(4.0)
Number of respondents	211	250	249	216	514	37	334	279	161
Percentage buying items from a store on his/her own:									
Always	23.0	19.6	10.9	25.9	16.3	14.4	24.9	12.6	14.7
	(3.8)	(3.3)	(2.6)	(4.0)	(2.2)	(7.6)	(3.1)	(2.7)	(3.8)
Usually	14.7	14.9	13.0	14.9	13.8	4.3	12.3	16.3	13.0
	(3.2)	(3.0)	(2.8)	(3.2)	(2.1)	(4.4)	(2.4)	(3.0)	(3.6)
Sometimes	36.6	39.6	42.6	33.7	41.1	36.2	37.6	40.0	39.1
	(4.3)	(4.1)	(4.1)	(4.3)	(2.9)	(10.3)	(3.5)	(4.0)	(5.2)
Never	25.7	25.9	33.4	25.6	28.9	45.1	25.2	31.1	33.2
	(3.9)	(3.7)	(3.9)	(4.0)	(2.7)	(10.7)	(3.2)	(3.8)	(5.0)
Number of respondents	210	248	249	214	511	37	331	276	162
Percentage doing laundry:									
Always	16.1	17.6	8.6	22.5	10.3	19.1	15.9	11.9	15.2
	(3.3)	(3.2)	(2.3)	(3.8)	(1.8)	(8.5)	(2.7)	(2.6)	(3.8)
Usually	8.3	6.6	5.1	12.2	4.9	0.0	8.1	6.6	4.9
	(2.5)	(2.1)	(1.8)	(3.0)	(1.3)	(0.0)	(2.0)	(2.0)	(2.3)
Sometimes	30.2	28.2	34.8	33.5	30.2	19.2	30.5	31.1	29.5
	(4.1)	(3.8)	(4.0)	(4.3)	(2.7)	(8.5)	(3.3)	(3.8)	(4.9)
Never	45.4	47.6	51.5	31.7	54.6	61.7	45.5	50.3	50.4
	(4.5)	(4.2)	(4.2)	(4.2)	(3.0)	(10.5)	(3.6)	(4.1)	(5.3)
Number of respondents	212	250	248	216	514	37	334	279	161

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Home-Care Independence	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage straightening up own living area:															
Always	42.9	42.1	45.0	42.1	39.5	47.5	33.6	48.0	44.6	40.2	49.7	47.9	48.9	36.6	22.2
	(2.4)	(4.6)	(4.3)	(3.6)	(3.1)	(3.7)	(4.7)	(4.1)	(3.6)	(2.9)	(5.4)	(6.1)	(3.2)	(4.4)	(5.8)
Usually	13.6	8.2	18.6	14.3	12.0	15.8	12.7	15.2	12.7	14.8	12.1	9.4	14.0	16.0	9.4
	(1.7)	(2.5)	(3.3)	(2.6)	(2.1)	(2.7)	(3.3)	(2.9)	(2.4)	(2.1)	(3.5)	(3.6)	(2.2)	(3.3)	(4.1)
Sometimes	31.6	31.9	29.0	33.1	34.7	27.3	38.4	26.0	32.0	31.9	29.5	32.4	28.2	38.0	36.0
	(2.2)	(4.3)	(3.9)	(3.5)	(3.0)	(3.3)	(4.9)	(3.6)	(3.4)	(2.8)	(5.0)	(5.7)	(2.9)	(4.4)	(6.7)
Never	11.9	17.8	7.4	10.5	13.8	9.4	15.3	10.7	10.7	13.1	8.7	10.2	8.8	9.3	32.5
	(1.6)	(3.5)	(2.2)	(2.3)	(2.2)	(2.1)	(3.6)	(2.5)	(2.2)	(2.0)	(3.1)	(3.7)	(1.8)	(2.6)	(6.5)
Number of respondents	785	215	250	320	446	339	170	261	354	499	158	128	440	226	97
Average overall home-care independence score:*															
4 to 8	37.8	34.9	34.1	42.5	41.0	33.4	44.5	32.9	37.9	40.7	31.6	31.1	23.8	52.0	79.3
	(2.3)	(4.4)	(4.1)	(3.7)	(3.2)	(3.5)	(5.0)	(3.8)	(3.5)	(2.9)	(5.1)	(5.6)	(2.7)	(4.5)	(5.6)
9 to 12	42.9	40.1	48.7	41.0	43.3	42.3	38.4	45.1	43.8	42.8	46.3	38.9	51.1	35.6	17.7
	(2.4)	(4.6)	(4.3)	(3.6)	(3.2)	(3.6)	(4.9)	(4.1)	(3.6)	(3.0)	(5.5)	(5.9)	(3.2)	(4.4)	(5.3)
13 to 15	14.7	20.3	11.9	12.3	12.2	18.0	13.1	17.1	13.5	12.9	15.1	23.2	19.0	10.3	1.5
	(1.7)	(3.7)	(2.8)	(2.4)	(2.1)	(2.8)	(3.4)	(3.1)	(2.5)	(2.0)	(3.9)	(5.1)	(2.5)	(2.8)	(1.7)
16	4.7	4.8	5.3	4.2	3.5	6.3	4.1	4.9	4.8	3.7	7.0	6.8	6.2	2.1	1.6
	(1.0)	(2.0)	(1.9)	(1.5)	(1.2)	(1.8)	(2.0)	(1.8)	(1.6)	(1.1)	(2.8)	(3.1)	(1.5)	(1.3)	(1.7)
Number of respondents	779	213	249	317	443	336	167	261	351	496	155	128	438	223	97

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* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH MENTAL RETARDATION (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Home-Care Independence	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage straightening up own living area:									
Always	41.3	46.4	38.0	47.6	41.8	30.7	45.1	42.7	35.9
	(4.4)	(4.2)	(4.0)	(4.5)	(2.9)	(9.9)	(3.6)	(4.0)	(5.1)
Usually	12.6	12.7	17.6	12.6	14.1	9.4	9.5	17.7	17.4
	(3.0)	(2.8)	(3.2)	(3.0)	(2.1)	(6.3)	(2.1)	(3.1)	(4.1)
Sometimes	33.4	28.5	33.7	29.7	31.9	41.1	33.9	26.7	36.1
	(4.2)	(3.8)	(3.9)	(4.2)	(2.8)	(10.6)	(3.4)	(3.6)	(5.1)
Never	12.7	12.5	10.7	10.0	12.3	18.8	11.4	12.9	10.7
	(3.0)	(2.8)	(2.6)	(2.7)	(1.9)	(8.4)	(2.3)	(2.7)	(3.3)
Number of respondents	211	250	248	216	513	37	334	279	160
Average overall home-care independence score:*									
4 to 8	36.6	35.2	41.0	29.7	39.9	57.7	37.5	36.2	41.8
	(4.4)	(4.0)	(4.1)	(4.2)	(2.9)	(10.6)	(3.5)	(3.9)	(5.3)
9 to 12	43.0	42.9	46.3	42.5	44.4	27.4	40.5	48.3	39.0
	(4.5)	(4.1)	(4.2)	(4.5)	(3.0)	(9.6)	(3.6)	(4.1)	(5.2)
13 to 15	15.2	17.6	9.7	21.3	11.6	11.8	17.0	12.7	13.3
	(3.2)	(3.2)	(2.5)	(3.7)	(1.9)	(7.0)	(2.7)	(2.7)	(3.6)
16	5.1	4.3	2.9	6.5	4.0	3.1	4.9	2.8	6.0
	(2.0)	(1.7)	(1.4)	(2.2)	(1.2)	(3.7)	(1.6)	(1.3)	(2.5)
Number of respondents	209	248	248	214	509	37	331	276	160

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* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 40A: FINANCIAL INDEPENDENCE OF YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Financial Independence	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage of in-school youth receiving allowance or other money they control	63.6	61.3	73.9	66.3	64.6	62.2	63.0	66.2	59.1	63.6	---	---	72.9	65.1	24.1
	(2.8)	(6.4)	(4.7)	(4.2)	(3.7)	(4.3)	(4.7)	(4.1)	(5.8)	(2.7)			(3.5)	(5.2)	(6.6)
Number of respondents	536	108	160	212	306	230	175	228	133	536	0	0	290	151	77
Percentage of out-of-school youth who had:															
Savings account	36.6	38.8	48.1	34.9	37.5	35.4	---	32.7	37.8	---	44.9	30.0	39.0	38.9	12.3
	(4.1)	(9.2)	(8.3)	(6.8)	(5.5)	(6.1)		(12.8)	(4.4)		(6.3)	(5.3)	(5.2)	(7.9)	(9.1)
Checking account	3.6	0.0	3.3	4.2	4.0	3.1	---	2.9	3.1	---	5.5	2.1	4.0	0.9	5.6
	(1.6)	(0.0)	(3.0)	(2.9)	(2.2)	(2.2)		(4.6)	(1.6)		(2.9)	(1.6)	(2.1)	(1.5)	(6.4)
Other investments	0.0	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	---	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Credit card in own name	2.4	2.5	2.5	2.4	2.0	3.1	---	0.0	2.8	---	1.1	3.5	3.7	0.0	0.0
	(1.3)	(2.9)	(2.6)	(2.2)	(1.6)	(2.2)		(0.0)	(1.5)		(1.3)	(2.1)	(2.0)	(0.0)	(0.0)
None of these	57.7	57.0	46.4	60.9	56.7	59.1	---	64.4	56.6	---	48.9	64.7	54.4	58.9	82.2
	(4.1)	(9.1)	(8.2)	(7.0)	(5.5)	(6.2)		(13.1)	(4.4)		(6.3)	(5.5)	(5.3)	(7.9)	(10.6)
Number of respondents	250	52	66	82	140	110	3	23	224	0	112	138	152	69	24
Percentage of out-of-school youth living independently who received financial support from family for living expenses	31.2	---	---	---	---	34.8	---	---	29.8	---	---	30.0	27.7	---	---
	(11.5)					(15.4)			(12.1)			(14.2)	(14.8)		
Number of respondents	29	3	9	8	12	17	2	1	26	0	10	19	16	6	4

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 40B: FINANCIAL INDEPENDENCE OF YOUTH WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Financial Independence	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of in-school youth receiving allowance or other money they control	57.6 (5.5)	64.8 (5.0)	72.3 (4.4)	59.8 (5.4)	68.8 (3.4)	30.2 (10.6)	59.6 (4.3)	66.7 (4.8)	69.0 (5.8)
Number of respondents	139	157	180	147	344	32	229	176	118
Percentage of out-of-school youth who had:									
Savings account	25.3 (7.0)	37.6 (6.9)	56.9 (7.7)	23.7 (7.1)	43.4 (5.1)	---	22.1 (5.6)	44.2 (6.8)	55.9 (9.4)
Checking account	1.6 (2.0)	2.3 (2.2)	7.9 (4.2)	0.0 (0.0)	4.9 (2.2)	---	1.1 (1.4)	7.1 (3.5)	2.9 (3.2)
Other investments	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	---	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Credit card in own name	1.2 (1.7)	4.6 (3.0)	2.6 (2.5)	4.4 (3.4)	1.7 (1.3)	---	3.7 (2.5)	0.6 (1.1)	3.6 (3.5)
None of these	70.9 (7.2)	56.8 (7.0)	33.5 (7.3)	69.5 (7.6)	51.7 (5.1)	---	75.0 (5.9)	47.6 (6.8)	37.3 (9.1)
Number of respondents	66	85	72	63	173	6	95	98	51
Percentage of out-of-school youth living independently who received financial support from family for living expenses	---	---	---	---	38.0 (13.0)	---	---	---	---
Number of respondents	7	6	14	1	25	1	8	10	10

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Social Experiences	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage getting together with friends:															
Less than once a week	23.3	18.1	24.7	25.4	20.5	26.9	22.1	22.8	24.4	24.9	22.3	16.8	15.9	29.8	46.3
	(2.0)	(3.9)	(3.8)	(3.2)	(2.5)	(3.1)	(4.1)	(3.3)	(2.9)	(2.5)	(4.2)	(4.2)	(2.2)	(4.0)	(6.5)
Once a week	13.4	10.2	12.6	14.3	12.8	14.3	11.9	11.0	16.6	12.3	19.0	11.7	12.7	16.4	14.1
	(1.6)	(3.0)	(2.9)	(2.6)	(2.1)	(2.4)	(3.2)	(2.5)	(2.5)	(1.9)	(4.0)	(3.6)	(2.0)	(3.2)	(4.6)
2 to 3 times a week	26.6	24.9	29.2	26.5	25.4	28.2	22.6	30.1	26.0	26.6	26.3	26.9	29.0	24.1	19.5
	(2.0)	(4.3)	(4.0)	(3.3)	(2.7)	(3.1)	(4.1)	(3.7)	(3.0)	(2.6)	(4.5)	(5.0)	(2.8)	(3.7)	(5.2)
4 to 5 times a week	12.2	16.2	10.6	12.4	13.8	10.1	12.1	12.1	12.4	12.1	10.6	14.8	13.4	11.2	6.8
	(1.5)	(3.7)	(2.7)	(2.4)	(2.1)	(2.1)	(3.2)	(2.6)	(2.2)	(1.9)	(3.1)	(4.0)	(2.1)	(2.8)	(3.3)
More than 5 times a week	24.5	30.6	22.9	21.3	27.6	20.4	31.2	23.9	20.6	24.1	21.7	29.9	29.0	18.6	13.3
	(2.0)	(4.6)	(3.7)	(3.0)	(2.7)	(2.8)	(4.5)	(3.4)	(2.8)	(2.5)	(4.2)	(5.2)	(2.8)	(3.4)	(4.5)
Number of respondents	855	185	241	316	482	373	179	275	401	527	180	148	479	242	109
Percentage belonging to:															
No school/community group	69.4	76.2	55.9	70.1	70.1	68.4	69.6	69.2	69.4	66.3	69.7	82.2	70.7	65.7	71.8
	(2.1)	(4.2)	(4.3)	(3.3)	(2.8)	(3.2)	(4.4)	(3.6)	(3.1)	(2.7)	(4.6)	(4.1)	(2.7)	(4.1)	(5.9)
Sports team	15.5	9.0	22.1	17.2	17.5	12.8	15.8	15.7	15.1	17.1	15.6	8.6	15.2	17.7	12.5
	(1.6)	(2.9)	(3.6)	(2.8)	(2.3)	(2.3)	(3.5)	(2.8)	(2.4)	(2.2)	(3.6)	(3.0)	(2.1)	(3.3)	(4.4)
Performing group	3.6	5.3	2.6	3.0	1.5	6.5	5.7	3.2	2.7	4.5	3.0	0.8	4.6	2.6	0.0
	(0.8)	(2.2)	(1.4)	(1.2)	(0.7)	(1.7)	(2.2)	(1.4)	(1.1)	(1.2)	(1.7)	(1.0)	(1.3)	(1.4)	(0.0)
Community/church group	14.8	13.1	23.4	12.7	13.3	16.9	14.7	14.4	15.3	17.3	12.0	7.6	12.7	18.6	15.9
	(1.6)	(3.4)	(3.7)	(2.4)	(2.0)	(2.6)	(3.4)	(2.8)	(2.4)	(2.2)	(3.3)	(2.9)	(2.0)	(3.4)	(4.8)
School subject club	0.6	0.0	1.4	0.6	0.0	1.4	0.5	1.0	0.3	0.9	0.0	0.0	0.8	0.0	1.0
	(0.3)	(0.0)	(1.0)	(0.6)	(0.0)	(0.8)	(0.7)	(0.8)	(0.4)	(0.5)	(0.0)	(0.0)	(0.5)	(0.0)	(1.3)
Fraternity/sorority or other social club	2.3	2.5	3.5	2.2	1.2	3.7	0.0	0.0	3.0	0.0	1.9	2.6	2.4	0.6	7.0
	(1.1)	(2.5)	(2.8)	(1.8)	(1.1)	(2.1)	(0.0)	(0.0)	(1.4)	(0.0)	(1.4)	(1.7)	(1.5)	(1.1)	(6.1)
Hobby club	0.9	0.9	0.5	0.9	0.9	1.1	1.4	0.0	2.2	0.9	0.0	0.0	0.9	1.2	1.0
	(0.6)	(1.2)	(0.8)	(0.8)	(0.7)	(0.9)	(1.2)	(0.0)	(1.8)	(0.6)	(0.0)	(0.0)	(0.7)	(1.2)	(1.6)
Student government	0.1	0.0	0.0	0.2	0.1	0.0	0.0	0.2	0.0	0.1	0.0	0.0	0.1	0.0	0.0
	(0.1)	(0.0)	(0.0)	(0.3)	(0.2)	(0.0)	(0.0)	(0.4)	(0.0)	(0.2)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)
Volunteer service group	0.7	0.0	1.8	0.7	0.4	1.1	0.5	0.9	0.6	0.7	0.6	0.9	1.0	0.4	0.0
	(0.4)	(0.0)	(1.2)	(0.6)	(0.4)	(0.7)	(0.7)	(0.8)	(0.5)	(0.5)	(0.8)	(1.0)	(0.6)	(0.5)	(0.0)
Vocational club	0.9	0.0	0.9	1.9	1.0	0.8	1.7	1.4	0.0	1.4	0.0	0.0	1.3	0.0	0.0
	(0.4)	(0.0)	(0.8)	(1.0)	(0.6)	(0.6)	(1.2)	(0.9)	(0.0)	(0.7)	(0.0)	(0.0)	(0.7)	(0.0)	(0.0)
Other	2.8	1.8	2.9	2.9	3.3	2.2	1.8	3.8	2.6	1.8	8.3	0.7	1.8	5.2	1.9
	(0.8)	(1.3)	(1.5)	(1.2)	(1.1)	(1.0)	(1.3)	(1.5)	(1.1)	(0.8)	(2.8)	(0.9)	(0.8)	(1.9)	(1.8)
Number of respondents	870	186	245	319	493	377	181	281	408	535	178	157	491	245	108

Source: Parent interviews.

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH MENTAL RETARDATION

Social Experiences	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage getting together with friends:									
Less than once a week	21.7	21.8	28.8	14.4	26.3	43.6	20.0	24.3	30.0
	(3.5)	(3.4)	(3.6)	(3.1)	(2.5)	(10.2)	(2.8)	(3.4)	(4.6)
Once a week	12.2	13.2	14.9	11.1	15.5	4.5	13.0	15.1	12.4
	(2.8)	(2.8)	(2.8)	(2.8)	(2.0)	(4.3)	(2.4)	(2.8)	(3.3)
2 to 3 times a week	24.3	31.1	26.7	26.2	26.6	26.9	28.4	25.1	24.0
	(3.6)	(3.8)	(3.5)	(3.9)	(2.5)	(9.2)	(3.2)	(3.4)	(4.3)
4 to 5 times a week	12.1	12.8	10.1	16.4	10.3	10.8	11.5	12.8	12.8
	(2.8)	(2.8)	(2.4)	(3.3)	(1.7)	(6.4)	(2.2)	(2.6)	(3.4)
More than 5 times a week	29.7	21.0	19.4	31.9	21.3	14.1	27.2	22.6	20.8
	(3.9)	(3.4)	(3.1)	(4.1)	(2.3)	(7.2)	(3.1)	(3.3)	(4.1)
Number of respondents	236	256	276	228	565	40	355	296	183
Percentage belonging to:									
No school/community group	77.6	66.5	59.5	75.1	66.0	77.3	78.9	63.8	52.2
	(3.5)	(3.8)	(3.9)	(3.8)	(2.7)	(8.9)	(2.8)	(3.8)	(5.0)
Sports team	10.4	18.2	20.4	11.4	17.9	9.3	9.4	19.4	24.7
	(2.6)	(3.1)	(3.2)	(2.8)	(2.2)	(6.2)	(2.0)	(3.1)	(4.3)
Performing group	3.3	3.6	4.2	5.4	2.9	3.4	4.7	1.9	4.5
	(1.5)	(1.5)	(1.6)	(2.0)	(0.9)	(3.9)	(1.5)	(1.1)	(2.1)
Community/church group	11.0	14.9	21.0	11.6	16.1	11.1	9.7	17.2	25.7
	(2.7)	(2.9)	(3.2)	(2.8)	(2.1)	(6.8)	(2.0)	(3.0)	(4.4)
School subject club	0.0	1.6	0.0	0.4	0.8	0.0	0.3	0.4	1.4
	(0.0)	(1.0)	(0.0)	(0.5)	(0.5)	(0.0)	(0.4)	(0.5)	(1.2)
Fraternity/sorority or other social club	0.8	1.9	6.7	0.0	3.2	9.1	0.0	2.7	8.8
	(1.2)	(1.8)	(3.5)	(0.0)	(1.6)	(13.3)	(0.0)	(2.0)	(4.8)
Hobby club	0.0	1.4	1.3	0.0	1.6	0.0	0.6	1.7	0.7
	(0.0)	(1.2)	(1.1)	(0.0)	(0.9)	(0.0)	(0.7)	(1.3)	(1.1)
Student government	0.0	0.0	0.3	0.0	0.1	0.0	0.2	0.0	0.0
	(0.0)	(0.0)	(0.5)	(0.0)	(0.2)	(0.0)	(0.3)	(0.0)	(0.0)
Volunteer service group	0.0	1.7	0.8	0.7	0.8	0.0	0.0	1.2	1.8
	(0.0)	(1.1)	(0.7)	(0.7)	(0.5)	(0.0)	(0.0)	(0.8)	(1.3)
Vocational club	0.4	1.7	0.6	0.4	1.4	0.0	0.5	0.5	3.3
	(0.6)	(1.1)	(0.6)	(0.5)	(0.7)	(0.0)	(0.5)	(0.5)	(1.8)
Other	2.0	1.9	5.4	1.0	3.7	5.5	0.8	5.1	3.9
	(1.2)	(1.1)	(1.8)	(0.9)	(1.1)	(4.9)	(0.6)	(1.7)	(1.9)
Number of respondents	236	263	279	236	573	38	367	297	186

Source: Parent interviews.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH MENTAL RETARDATION (Concluded)

Social Experiences	Total	Community			Gender		Age in 1987			School Status			Severity		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage ever arrested	8.3	14.0	6.4	5.4	13.2	1.9	6.2	8.9	9.2	6.7	9.7	13.6	10.6	4.5	5.4
	(1.2)	(3.4)	(2.1)	(1.6)	(2.0)	(0.9)	(2.3)	(2.2)	(1.9)	(1.4)	(2.9)	(3.7)	(1.8)	(1.8)	(2.9)
Number of respondents	884	190	249	322	497	387	185	282	417	540	186	158	497	248	113
Percentage of out-of-school youth who were:*															
Single, never married	94.3	96.3	95.1	92.8	95.6	92.6	---	91.4	95.1	---	99.3	90.3	92.4	99.0	100
	(2.0)	(3.6)	(3.6)	(3.7)	(2.4)	(3.3)		(7.7)	(1.9)		(1.1)	(3.4)	(2.9)	(1.6)	(0.0)
Engaged	2.0	3.7	0.0	2.4	1.6	2.6	---	2.9	1.9	---	0.7	3.0	2.6	1.0	0.0
	(1.2)	(3.6)	(0.0)	(2.2)	(1.4)	(2.0)		(4.6)	(1.2)		(1.1)	(2.0)	(1.7)	(1.6)	(0.0)
Married	3.7	0.0	4.9	4.8	2.9	4.8	---	5.6	3.0	---	0.0	6.7	5.0	0.0	0.0
	(1.6)	(0.0)	(3.6)	(3.1)	(1.9)	(2.7)		(6.3)	(1.5)		(0.0)	(2.9)	(2.3)	(0.0)	(0.0)
Divorced/separated	0.0	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	---	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	258	55	67	86	145	113	3	23	232	0	116	142	157	72	24

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* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH MENTAL RETARDATION (Concluded)

Social Experiences	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever arrested	11.9	6.4	5.9	14.4	5.1	7.5	11.7	6.7	2.2
	(2.7)	(2.0)	(1.8)	(3.0)	(1.2)	(5.5)	(2.2)	(2.0)	(1.5)
Number of respondents	243	265	281	239	581	40	374	301	187
Percentage of out-of-school youth who were:*									
Single, never married	91.3	95.1	97.6	97.1	93.1	---	91.8	96.1	98.5
	(4.6)	(3.1)	(2.4)	(2.7)	(2.6)		(3.8)	(2.7)	(2.3)
Engaged	2.5	0.9	1.5	2.9	1.7	---	0.6	3.4	0.0
	(2.5)	(1.3)	(1.9)	(2.7)	(1.3)		(1.1)	(2.5)	(0.0)
Married	6.3	4.0	0.9	0.0	5.1	---	7.6	0.5	1.5
	(3.9)	(2.8)	(1.5)	(0.0)	(2.3)		(3.6)	(1.0)	(2.3)
Divorced/separated	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Number of respondents	67	87	74	67	177	6	96	101	52

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* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 42A: POSTSECONDARY EDUCATION OF YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Postsecondary Education	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage taking any postsecondary education course in the past year	8.4	4.1	9.4	13.2	11.3	4.6	---	6.8	9.3	---	10.6	5.8	10.2	1.4	9.0
	(2.0)	(3.0)	(4.2)	(4.0)	(3.0)	(2.2)		(4.5)	(2.3)		(3.0)	(2.5)	(2.7)	(1.6)	(6.4)
Number of respondents	354	78	88	122	195	159	12	55	287	0	187	164	212	97	37
Percentage taking in past year:															
Postsecondary vocational courses	8.0	3.5	8.8	13.9	10.6	4.6	---	8.4	8.3	---	11.5	4.3	9.3	1.6	9.2
	(2.0)	(3.0)	(4.1)	(4.2)	(3.0)	(2.3)		(5.4)	(2.2)		(3.3)	(2.2)	(2.7)	(1.8)	(6.6)
2-year college courses	1.1	0.0	0.8	1.6	1.6	0.4	---	0.0	1.4	---	1.0	1.2	1.6	0.0	0.0
	(0.8)	(0.0)	(1.2)	(1.5)	(1.2)	(0.7)		(0.0)	(0.9)		(1.0)	(1.2)	(1.2)	(0.0)	(0.0)
4-year college courses	0.2	1.0	0.0	0.0	0.4	0.0	---	0.0	0.3	---	0.0	0.5	0.4	0.0	0.0
	(0.4)	(1.5)	(0.0)	(0.0)	(0.6)	(0.0)		(0.0)	(0.5)		(0.0)	(0.8)	(0.6)	(0.0)	(0.0)
Number of respondents	333	70	86	114	185	148	10	45	278	0	171	159	202	89	36
Average number courses taken in the past year by students in a:															
Postsecondary vocational program	4.3	---	---	---	4.4	---	---	---	4.6	---	3.9	---	4.3	---	---
	(0.8)				(0.9)				(0.9)		(0.8)		(0.9)		
Number of respondents	22	2	6	12	17	5	0	3	19	0	17	5	18	0	2
2-year college	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	2	0	1	1	1	1	0	0	2	0	1	1	2	0	0
4-year college	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	1	1	0	0	1	0	0	0	1	0	0	1	1	0	0
Percentage taking courses in the past year who earned a:															
Postsecondary vocational degree/license	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
2-year college degree/license	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	3	3	1	1	2	1	0	4	3	0	1	2	3	1	3
Percentage with postsecondary grade point average:															
3.25 to 4.0	12.1	---	---	---	9.3	---	---	---	9.1	---	2.2	---	14.2	---	---
	(8.4)				(8.8)				(8.6)		(9.6)		(10.0)		
2.75 to 3.24	27.3	---	---	---	31.8	---	---	---	36.9	---	26.5	---	30.3	---	---
	(11.5)				(14.2)				(14.4)		(12.9)		(13.1)		
2.25 to 2.74	27.8	---	---	---	31.6	---	---	---	22.0	---	37.7	---	27.1	---	---
	(11.6)				(14.2)				(12.3)		(14.2)		(12.7)		
1.75 to 2.24	3.8	---	---	---	0.0	---	---	---	5.2	---	1.3	---	1.1	---	---
	(5.0)				(0.0)				(6.6)		(3.2)		(3.0)		
1.74 or lower	29.0	---	---	---	27.3	---	---	---	26.8	---	22.3	---	27.3	---	---
	(11.7)				(13.6)				(13.2)		(12.2)		(12.7)		
Number of respondents	27	6	6	13	19	8	0	6	21	0	21	6	22	2	1

Source: Parent interviews.

Table 42B: POSTSECONDARY EDUCATION OF YOUTH WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Postsecondary Education	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking any postsecondary education course in the past year	4.3	10.8	11.7	8.5	8.3	---	6.2	9.7	9.3
	(2.6)	(3.9)	(4.4)	(3.8)	(2.4)		(2.6)	(3.7)	(4.9)
Number of respondents	103	110	94	94	237	8	146	121	65
Percentage taking in past year:									
Postsecondary vocational courses	4.5	10.4	9.9	8.2	7.8	---	6.6	8.5	7.2
	(2.7)	(4.0)	(4.2)	(4.0)	(2.4)		(2.8)	(3.5)	(4.5)
2-year college courses	0.0	0.7	2.9	1.2	0.6	---	0.0	1.8	1.2
	(0.0)	(1.1)	(2.3)	(1.6)	(0.7)		(0.0)	(1.7)	(1.9)
4-year college courses	0.0	0.9	0.0	0.0	0.4	---	0.0	0.0	1.7
	(0.0)	(1.2)	(0.0)	(0.0)	(0.6)		(0.0)	(0.0)	(2.2)
Number of respondents	99	102	88	85	226	8	137	116	60
Average number courses taken in the past year by students in a:									
Postsecondary vocational program	---	---	---	---	4.3	---	---	---	---
					(1.0)				
Number of respondents	3	10	7	6	15	0	8	10	3
2-year college	---	---	---	---	---	---	---	---	---
Number of respondents	0	1	1	0	2	0	0	1	1
4-year college	---	---	---	---	---	---	---	---	---
Number of respondents	0	1	0	0	1	0	0	0	1
Percentage taking courses in the past year who earned a:									
Postsecondary vocational degree/license	---	---	---	---	---	---	---	---	---
2-year college degree/license	---	---	---	---	---	---	---	---	---
Number of respondents	5	1	2	1	2	0	9	2	1
Percentage with postsecondary grade point average:									
3.25 to 4.0	---	---	---	---	12.9	---	---	---	---
					(10.5)				
2.75 to 3.24	---	---	---	---	24.4	---	---	---	---
					(13.4)				
2.25 to 2.74	---	---	---	---	37.0	---	---	---	---
					(15.1)				
1.75 to 2.24	---	---	---	---	1.4	---	---	---	---
					(3.7)				
1.74 or lower	---	---	---	---	24.3	---	---	---	---
					(13.4)				
Number of respondents	6	10	9	8	18	0	10	11	5

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Employment Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage of youth working for pay in past year	45.8	37.4	50.4	51.6	50.1	40.2	28.4	49.5	53.5	40.1	55.4	57.5	53.3	37.6	21.8
	(2.2)	(4.7)	(4.3)	(3.6)	(3.0)	(3.3)	(4.3)	(3.9)	(3.3)	(2.8)	(4.8)	(5.2)	(2.9)	(4.1)	(5.2)
Number of respondents	903	193	251	334	508	395	186	287	430	543	192	168	509	249	115
Percentage of youth who currently had:															
No employment	55.9	60.2	49.7	53.7	52.8	59.9	71.9	50.5	50.5	56.4	55.6	54.2	48.9	61.1	77.8
	(2.2)	(4.8)	(4.3)	(3.6)	(3.0)	(3.3)	(4.3)	(3.9)	(3.3)	(2.8)	(4.9)	(5.2)	(3.0)	(4.2)	(5.0)
Volunteer work only	5.7	6.4	4.9	6.9	5.5	6.1	5.0	7.4	4.8	5.7	7.1	4.3	7.1	4.6	3.1
	(1.0)	(2.4)	(1.9)	(1.8)	(1.4)	(1.6)	(2.1)	(2.1)	(1.4)	(1.3)	(2.5)	(2.1)	(1.5)	(1.8)	(2.1)
Workstudy only	13.9	13.6	15.9	14.2	13.0	15.1	6.1	20.1	13.5	20.2	4.2	0.7	11.4	19.7	14.6
	(1.6)	(3.3)	(3.1)	(2.5)	(2.0)	(2.4)	(2.3)	(3.1)	(2.2)	(2.3)	(2.0)	(0.8)	(1.9)	(3.4)	(4.3)
Sheltered work only	3.9	3.4	3.3	4.7	4.4	3.3	0.0	1.0	8.9	1.1	8.7	9.5	3.0	6.8	2.7
	(0.9)	(1.8)	(1.5)	(1.5)	(1.2)	(1.2)	(0.0)	(0.8)	(1.9)	(0.6)	(2.8)	(3.1)	(1.0)	(2.2)	(2.0)
Part time competitive work	13.1	11.2	16.8	13.3	15.3	10.3	14.6	14.1	11.5	13.0	15.0	11.6	18.7	6.2	1.8
	(1.5)	(3.1)	(3.2)	(2.5)	(2.1)	(2.1)	(3.4)	(2.7)	(2.1)	(1.9)	(3.5)	(3.3)	(2.3)	(2.1)	(1.6)
Full time competitive work	7.4	5.2	9.5	7.1	9.0	5.3	2.4	7.0	10.9	3.6	9.5	19.8	10.9	1.6	0.0
	(1.2)	(2.2)	(2.5)	(1.9)	(1.7)	(1.5)	(1.5)	(2.0)	(2.0)	(1.1)	(2.9)	(4.1)	(1.9)	(1.1)	(0.0)
Number of respondents	906	195	252	329	510	396	187	283	436	539	193	174	501	251	128
Percentage of employed youth with:															
1 paid job	91.1	92.3	95.9	85.3	88.1	97.2	84.0	89.1	94.7	88.3	91.4	95.5	90.3	93.8	---
	(2.5)	(5.7)	(3.2)	(4.9)	(3.5)	(2.5)	(8.5)	(4.9)	(2.6)	(4.2)	(4.7)	(3.3)	(3.0)	(5.0)	
2 or more paid jobs	8.9	7.7	4.1	14.7	11.9	2.8	16.0	10.9	5.3	11.7	8.6	4.5	9.7	6.2	---
	(2.5)	(5.7)	(3.2)	(4.9)	(3.5)	(2.5)	(8.5)	(4.9)	(2.6)	(4.2)	(4.7)	(3.3)	(3.0)	(5.0)	
Number of respondents	244	44	74	92	160	84	32	69	143	101	69	74	178	45	9
Percentage with paid job earning an hourly rate of:															
< $3.00	30.8	27.1	32.3	33.6	22.8	47.9	46.7	28.2	27.0	33.0	33.1	24.7	25.3	65.0	---
	(4.5)	(10.4)	(8.1)	(7.4)	(5.1)	(8.3)	(12.8)	(7.6)	(6.0)	(6.8)	(8.8)	(8.0)	(4.8)	(12.3)	
$3.00 to $3.99	44.7	52.3	47.2	40.9	50.4	32.8	38.1	47.6	45.1	46.6	48.4	37.6	52.0	11.8	---
	(4.9)	(11.6)	(8.7)	(7.7)	(6.0)	(7.8)	(12.4)	(8.4)	(6.7)	(7.2)	(9.4)	(9.0)	(5.5)	(8.3)	
$4.00 to $4.99	14.5	2.8	13.0	20.7	12.2	19.4	4.1	11.5	20.5	9.7	15.9	22.0	13.7	14.7	---
	(3.4)	(3.9)	(5.8)	(6.4)	(4.0)	(6.6)	(5.1)	(5.4)	(5.4)	(4.3)	(6.8)	(7.7)	(3.8)	(9.2)	
$5.00 or more	9.9	17.7	7.4	4.8	14.6	0.0	11.1	12.7	7.5	10.7	2.6	15.7	9.0	8.4	---
	(2.9)	(8.9)	(4.6)	(3.4)	(4.3)	(0.0)	(8.0)	(5.6)	(3.5)	(4.5)	(3.0)	(6.8)	(3.1)	(7.2)	
Number of respondents	192	36	62	70	125	67	26	61	105	82	55	55	148	29	5
Average wage of employed youth	3.30	4.00	3.00	3.00	3.60	2.60	3.10	3.30	3.30	3.20	3.00	3.70	3.30	3.00	---
	(0.20)	(0.70)	(0.20)	(0.30)	(0.30)	(0.20)	(0.50)	(0.20)	(0.30)	(0.20)	(0.20)	(0.50)	(0.20)	(0.90)	
Number of respondents	192	36	62	70	125	67	26	61	105	82	55	55	148	29	5

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION

	Household Income			Ethnicity			Head of Household's Education		
Employment Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth working for pay in past year	38.6	51.2	53.1	33.1	52.8	27.7	38.9	53.0	48.2
	(4.1)	(4.0)	(3.9)	(4.0)	(2.8)	(9.3)	(3.3)	(3.9)	(5.0)
Number of respondents	244	267	281	242	591	40	376	302	187
Percentage of youth who currently had:									
No employment	60.0	51.5	48.4	68.2	48.7	68.2	63.3	47.0	49.0
	(4.1)	(4.0)	(3.9)	(4.0)	(2.7)	(9.6)	(3.3)	(3.9)	(5.0)
Volunteer work only	7.0	7.0	4.2	6.7	5.5	2.9	6.6	4.4	7.0
	(2.1)	(2.1)	(1.6)	(2.1)	(1.3)	(3.4)	(1.7)	(1.6)	(2.5)
Workstudy only	10.3	14.2	19.9	8.1	16.3	16.9	9.3	20.7	16.6
	(2.5)	(2.8)	(3.1)	(2.3)	(2.0)	(7.7)	(2.0)	(3.2)	(3.7)
Sheltered work only	2.5	5.6	4.9	2.0	5.0	0.0	2.5	5.3	5.2
	(1.3)	(1.9)	(1.7)	(1.2)	(1.2)	(0.0)	(1.1)	(1.7)	(2.2)
Part time competitive work	12.8	12.9	16.9	7.6	16.6	7.2	12.2	13.8	14.8
	(2.8)	(2.7)	(2.9)	(2.3)	(2.0)	(5.3)	(2.2)	(2.7)	(3.5)
Full time competitive work	7.4	8.7	5.8	7.4	7.8	4.8	6.1	8.8	7.5
	(2.2)	(2.3)	(1.8)	(2.2)	(1.5)	(4.4)	(1.6)	(2.2)	(2.6)
Number of respondents	244	266	281	243	600	40	374	302	187
Percentage of employed youth with:									
1 paid job	98.2	87.9	87.2	96.7	88.8	---	92.3	87.8	92.1
	(2.3)	(4.9)	(4.9)	(3.6)	(3.1)		(3.8)	(4.9)	(4.9)
2 or more paid jobs	1.8	12.1	12.8	3.3	11.2	---	7.7	12.2	7.9
	(2.3)	(4.9)	(4.9)	(3.6)	(3.1)		(3.8)	(4.9)	(4.9)
Number of respondents	56	80	83	45	185	5	87	87	56
Percentage with paid job earning an hourly rate of:									
< $3.00	24.8	31.9	35.1	10.9	33.6	---	28.6	29.3	35.7
	(8.7)	(7.7)	(7.5)	(7.7)	(5.3)		(7.7)	(7.3)	(9.2)
$3.00 to $3.99	43.8	45.2	45.5	49.2	46.3	---	39.7	50.7	45.7
	(10.0)	(8.2)	(7.9)	(12.3)	(5.6)		(8.3)	(8.1)	(9.6)
$4.00 to $4.99	12.2	17.3	11.9	16.1	12.9	---	20.5	8.4	11.6
	(6.6)	(6.2)	(5.1)	(9.1)	(3.7)		(6.9)	(4.5)	(6.2)
$5.00 or more	19.1	5.7	7.5	23.8	7.2	---	11.2	11.6	7.0
	(7.9)	(3.8)	(4.2)	(10.5)	(2.9)		(5.4)	(5.2)	(4.9)
Number of respondents	41	65	69	30	146	4	60	73	49
Average wage of employed youth	4.00	3.00	2.90	4.60	3.00	---	3.30	3.50	2.90
	(0.50)	(0.30)	(0.20)	(0.70)	(0.20)		(0.30)	(0.40)	(0.30)
Number of respondents	41	65	69	30	146	4	60	73	49

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION (Continued)

		Community			Gender		Age in 1987			School Status			Severity		
Employment Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Percentage of employed youth working at:															
Lawn work or odd jobs	15.6	14.7	20.3	16.9	21.9	2.1	33.7	13.3	10.9	23.4	10.1	7.3	16.2	7.2	---
	(3.2)	(7.4)	(6.3)	(5.4)	(4.5)	(2.2)	(11.2)	(5.4)	(3.6)	(5.7)	(5.0)	(4.2)	(3.7)	(5.5)	
Waiter/waitress, busboy, cook	14.6	20.3	14.4	9.2	10.6	23.2	12.0	11.8	17.4	9.8	18.5	19.4	14.3	8.3	---
	(3.1)	(8.4)	(5.5)	(4.1)	(3.3)	(6.4)	(7.7)	(5.1)	(4.4)	(4.0)	(6.4)	(6.4)	(3.5)	(5.9)	
Babysitting/child care	10.5	10.0	8.1	14.2	0.8	31.4	13.0	21.5	2.4	16.6	8.6	1.6	11.6	5.7	---
	(2.7)	(6.3)	(4.3)	(5.0)	(0.9)	(7.0)	(8.0)	(6.5)	(1.8)	(5.0)	(4.6)	(2.0)	(3.2)	(4.9)	
Farm/agricultural work	4.7	0.0	1.6	11.5	5.7	2.5	4.6	7.6	2.8	5.8	6.4	1.3	2.4	8.6	---
	(1.9)	(0.0)	(2.0)	(4.6)	(2.5)	(2.4)	(5.0)	(4.2)	(1.9)	(3.1)	(4.0)	(1.8)	(1.6)	(6.0)	
Factory work	12.1	12.9	10.1	12.9	11.3	13.8	0.0	5.1	20.8	4.8	14.5	22.5	7.9	31.3	---
	(2.9)	(7.0)	(4.7)	(4.8)	(3.4)	(5.2)	(0.0)	(3.5)	(4.7)	(2.9)	(5.8)	(6.8)	(2.7)	(9.9)	
Skilled trade	4.2	0.0	3.7	4.7	5.6	1.4	0.0	4.6	5.5	1.5	5.8	7.5	4.0	7.9	---
	(1.8)	(0.0)	(3.0)	(3.0)	(2.5)	(1.8)	(0.0)	(3.3)	(2.7)	(1.6)	(3.8)	(4.3)	(2.0)	(5.8)	
Other manual labor	33.5	29.7	36.1	31.3	43.1	12.8	15.9	37.1	37.2	29.2	30.4	44.0	38.1	25.3	---
	(4.1)	(9.6)	(7.5)	(6.6)	(5.3)	(5.1)	(8.7)	(7.7)	(5.7)	(6.1)	(7.6)	(8.0)	(4.9)	(9.3)	
Sales, store clerk, cashier	1.2	2.0	1.3	1.2	0.6	2.6	0.0	1.2	1.7	0.0	3.2	1.5	1.6	0.0	---
	(1.0)	(2.9)	(1.8)	(1.6)	(0.8)	(2.4)	(0.0)	(1.7)	(1.5)	(0.0)	(2.9)	(2.0)	(1.3)	(0.0)	
Office/clerical work	2.8	5.1	3.6	0.0	0.6	7.4	8.6	0.0	2.5	3.2	4.2	0.6	2.8	4.0	---
	(1.4)	(4.6)	(2.9)	(0.0)	(0.8)	(4.0)	(6.7)	(0.0)	(1.8)	(2.4)	(3.3)	(1.3)	(1.7)	(4.2)	
Hospital work/health care	1.5	7.8	0.0	0.0	0.4	3.8	1.7	1.6	1.4	1.7	2.7	0.0	1.0	4.7	---
	(1.1)	(5.6)	(0.0)	(0.0)	(0.7)	(2.9)	(3.0)	(2.0)	(1.4)	(1.7)	(2.7)	(0.0)	(1.0)	(4.5)	
Other	4.4	0.0	3.5	6.6	5.9	1.2	10.5	3.7	2.8	7.7	2.5	0.6	5.5	0.0	---
	(1.8)	(0.0)	(2.9)	(3.5)	(2.5)	(1.6)	(7.3)	(3.0)	(1.9)	(3.6)	(2.6)	(1.2)	(2.3)	(0.0)	
Number of respondents	232	42	74	83	154	78	30	68	134	96	66	70	171	40	9
Of youth working for pay, percentage working:															
< 10 hours/week	20.8	23.5	24.0	19.0	21.4	19.6	43.0	21.4	12.6	30.9	12.1	12.0	16.8	34.5	---
	(3.7)	(9.5)	(7.0)	(5.7)	(4.6)	(6.4)	(11.9)	(6.9)	(4.1)	(6.4)	(5.6)	(5.6)	(4.0)	(9.9)	
10 to 21 hours/week	23.1	31.5	18.5	22.9	25.9	16.7	37.1	26.6	16.1	31.9	21.8	9.1	23.6	28.7	---
	(3.9)	(10.4)	(6.4)	(6.1)	(4.9)	(6.0)	(11.6)	(7.4)	(4.5)	(6.5)	(7.1)	(5.0)	(4.5)	(9.5)	
22 to 34 hours/week	17.3	13.0	21.7	17.1	14.0	25.0	5.1	12.5	24.6	12.6	27.1	16.0	16.8	18.3	---
	(3.5)	(7.6)	(6.8)	(5.5)	(3.9)	(7.0)	(5.3)	(5.5)	(5.3)	(4.6)	(7.7)	(6.3)	(4.0)	(8.1)	
35 hours/week or more	38.7	32.0	35.9	40.9	38.7	38.6	14.8	39.6	46.7	24.6	39.0	62.9	42.7	18.5	---
	(4.5)	(10.5)	(7.9)	(7.1)	(5.4)	(7.9)	(8.5)	(8.2)	(6.1)	(6.0)	(8.4)	(8.4)	(5.3)	(8.1)	
Number of respondents	221	40	71	82	149	72	30	62	129	91	65	65	159	44	7
Average hours per week worked by paid workers	25.2	23.1	23.9	26.6	24.9	25.9	15.0	25.1	28.8	20.0	27.8	31.5	26.7	18.6	---
	(1.3)	(2.9)	(2.3)	(2.1)	(1.6)	(2.0)	(3.0)	(2.5)	(1.5)	(2.0)	(2.2)	(2.0)	(1.5)	(2.6)	
Number of respondents	221	40	71	82	149	72	30	62	129	91	65	65	159	44	7

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION (Continued)

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of employed youth working at:									
Lawn work or odd jobs	18.4	16.3	10.8	12.3	17.7	---	20.3	15.4	11.2
	(7.2)	(5.6)	(4.5)	(6.8)	(3.8)		(5.9)	(5.4)	(5.8)
Waiter/waitress, busboy, cook	10.4	13.7	15.8	12.4	15.4	---	11.0	15.7	15.2
	(5.6)	(5.2)	(5.3)	(6.9)	(3.6)		(4.6)	(5.5)	(6.6)
Babysitting/child care	5.8	15.4	14.0	11.4	10.4	---	8.1	12.2	15.4
	(4.3)	(5.4)	(5.1)	(6.6)	(3.1)		(4.0)	(4.9)	(6.6)
Farm/agricultural work	7.6	5.9	0.6	3.3	4.5	---	7.3	2.0	0.8
	(4.9)	(3.5)	(1.1)	(3.7)	(2.1)		(3.8)	(2.1)	(1.6)
Factory work	11.0	9.9	15.8	6.1	14.2	---	9.5	14.4	14.2
	(5.8)	(4.5)	(5.3)	(5.0)	(3.5)		(4.3)	(5.3)	(6.4)
Skilled trade	2.9	0.7	9.8	2.4	5.1	---	4.9	3.8	5.1
	(3.1)	(1.2)	(4.3)	(3.2)	(2.2)		(3.1)	(2.9)	(4.0)
Other manual labor	38.2	31.5	33.5	43.0	31.6	---	29.6	35.1	39.3
	(9.0)	(7.0)	(6.9)	(10.3)	(4.7)		(6.7)	(7.2)	(8.9)
Sales, store clerk, cashier	1.3	1.2	1.7	1.8	1.1	---	0.0	3.5	0.0
	(2.1)	(1.6)	(1.9)	(2.8)	(1.1)		(0.0)	(2.8)	(0.0)
Office/clerical work	3.8	2.1	0.6	3.9	1.2	---	6.4	0.5	0.0
	(3.5)	(2.2)	(1.2)	(4.0)	(1.1)		(3.6)	(1.1)	(0.0)
Hospital work/health care	0.0	4.6	0.0	5.8	0.4	---	3.0	0.8	0.0
	(0.0)	(3.2)	(0.0)	(4.9)	(0.6)		(2.5)	(1.4)	(0.0)
Other	1.8	3.3	6.9	0.0	4.7	---	3.6	4.1	4.1
	(2.5)	(2.7)	(3.7)	(0.0)	(2.1)		(2.7)	(3.0)	(3.6)
Number of respondents	50	77	81	41	178	5	82	81	55
Of youth working for pay, percentage working:									
< 10 hours/week	27.2	20.3	15.0	20.8	21.1	---	28.3	17.8	16.6
	(8.1)	(6.3)	(5.3)	(8.7)	(4.3)		(6.9)	(5.8)	(7.0)
10 to 21 hours/week	26.6	19.3	25.8	23.9	22.2	---	25.9	19.5	22.0
	(8.1)	(6.2)	(6.5)	(9.2)	(4.4)		(6.8)	(6.0)	(7.8)
22 to 34 hours/week	8.8	18.6	27.3	4.1	21.3	---	9.9	20.8	27.1
	(5.2)	(6.1)	(6.6)	(4.3)	(4.3)		(4.6)	(6.2)	(8.3)
35 hours/week or more	37.4	41.8	31.9	51.2	35.4	---	35.9	41.9	34.3
	(8.9)	(7.7)	(6.9)	(10.8)	(5.0)		(7.4)	(7.5)	(8.9)
Number of respondents	51	73	80	40	168	4	74	83	53
Average hours per week worked by paid workers	23.5	25.6	25.3	27.1	24.8	---	23.3	26.4	25.0
	(2.8)	(2.2)	(1.8)	(3.0)	(1.5)		(2.4)	(2.0)	(2.4)
Number of respondents	51	73	80	40	168	4	74	83	53

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Employment Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Of those currently working for pay, percentage working at current job:															
< 1 month	21.2	29.0	22.9	23.1	19.8	24.2	20.7	33.9	13.7	32.1	17.8	6.2	23.2	8.7	---
	(3.6)	(9.7)	(6.7)	(5.9)	(4.3)	(6.4)	(9.4)	(7.6)	(4.0)	(6.2)	(6.5)	(3.9)	(4.3)	(5.9)	
1 to 3 months	28.2	30.9	26.0	25.5	26.1	32.2	45.6	17.9	28.5	26.8	33.0	26.0	28.4	29.0	---
	(4.0)	(9.9)	(7.0)	(6.1)	(4.8)	(7.0)	(11.6)	(6.1)	(5.3)	(5.9)	(8.0)	(7.1)	(4.6)	(9.5)	
> 3 months to 6 months	11.5	4.8	11.0	15.3	13.5	7.6	8.9	8.4	14.3	6.8	17.4	14.0	12.4	12.0	---
	(2.8)	(4.6)	(5.0)	(5.1)	(3.7)	(4.0)	(6.6)	(4.4)	(4.1)	(3.4)	(6.4)	(5.6)	(3.3)	(6.8)	
> 6 months	39.1	35.3	40.1	36.1	40.6	36.0	24.8	39.8	43.5	34.3	31.8	53.8	36.0	50.3	---
	(4.3)	(10.3)	(7.9)	(6.8)	(5.4)	(7.2)	(10.0)	(7.8)	(5.8)	(6.3)	(7.9)	(8.1)	(4.9)	(10.5)	
Number of respondents	239	43	74	88	156	83	32	68	139	99	67	73	176	44	8
Of those ever employed for pay, percentage with longest time at a paid job:															
3 months or less	43.6	35.4	38.3	52.5	39.8	50.8	61.6	52.3	30.6	55.7	33.9	29.3	45.5	33.4	45.5
	(3.6)	(8.4)	(6.5)	(5.7)	(4.5)	(6.0)	(9.3)	(6.2)	(4.7)	(5.2)	(6.7)	(6.5)	(4.2)	(7.9)	(19.6)
> 3 months to 6 months	14.3	13.1	16.3	14.9	16.0	11.1	11.5	10.3	18.4	11.0	21.0	14.0	13.0	22.1	13.9
	(2.6)	(5.9)	(4.9)	(4.0)	(3.4)	(3.8)	(6.1)	(3.8)	(3.9)	(3.3)	(5.8)	(5.0)	(2.9)	(6.9)	(13.6)
> 6 months to 12 months	20.8	19.6	21.0	18.8	21.4	19.8	8.9	20.4	25.6	14.7	19.1	35.4	22.0	18.3	2.1
	(3.0)	(7.0)	(5.4)	(4.4)	(3.8)	(4.8)	(5.4)	(5.0)	(4.4)	(3.7)	(5.6)	(6.8)	(3.5)	(6.4)	(5.6)
> 12 months	21.2	31.9	24.4	13.8	22.8	18.3	18.1	17.1	25.4	18.6	26.1	21.4	19.6	26.2	38.5
	(3.0)	(8.2)	(5.7)	(3.9)	(3.8)	(4.7)	(7.3)	(4.7)	(4.4)	(4.1)	(6.2)	(5.9)	(3.4)	(7.3)	(19.2)
Number of respondents	345	64	105	134	221	124	47	113	185	159	95	91	246	69	15
Average months kept:															
Longest paid job	10.8	13.8	12.0	8.4	11.6	9.4	9.2	9.0	12.8	9.1	12.5	12.6	10.0	12.0	---
	(1.0)	(2.6)	(2.0)	(1.4)	(1.4)	(1.6)	(3.0)	(1.6)	(1.5)	(1.4)	(2.1)	(2.2)	(1.1)	(2.4)	
Present paid job	9.6	8.5	12.1	8.6	9.9	9.1	9.5	9.1	10.0	9.2	9.2	10.7	8.1	14.4	---
	(1.2)	(2.6)	(2.7)	(1.9)	(1.5)	(2.1)	(4.1)	(2.1)	(1.6)	(1.9)	(2.5)	(2.1)	(1.2)	(3.7)	
Number of respondents	239	43	74	88	156	83	32	68	139	99	67	73	176	44	8
Percentage of unemployed youth leaving last job by:															
Quitting	24.5	33.6	27.5	21.7	23.8	25.6	13.7	26.4	27.2	13.2	36.0	44.1	30.0	15.0	---
	(5.5)	(14.3)	(10.7)	(7.8)	(7.1)	(8.7)	(11.2)	(8.7)	(8.6)	(5.8)	(12.1)	(14.8)	(7.1)	(9.6)	
Being fired	8.9	22.6	5.5	3.3	12.7	3.1	0.0	6.0	16.1	8.0	13.4	5.2	5.7	14.3	---
	(3.6)	(12.6)	(5.5)	(3.4)	(5.5)	(3.4)	(0.0)	(4.7)	(7.1)	(4.6)	(8.6)	(6.6)	(3.6)	(9.4)	
Being laid off	7.9	14.5	3.8	9.2	9.5	5.6	0.0	6.0	13.5	2.9	14.8	13.9	7.8	6.3	---
	(3.4)	(10.7)	(4.6)	(5.4)	(4.9)	(4.6)	(0.0)	(4.7)	(6.6)	(2.9)	(9.0)	(10.3)	(4.1)	(6.6)	
Ending temporary work	58.6	29.3	63.2	65.8	54.0	65.8	86.3	61.6	43.2	75.9	35.8	36.8	56.5	64.4	---
	(6.3)	(13.8)	(11.6)	(8.9)	(8.3)	(9.4)	(11.2)	(9.6)	(9.6)	(7.3)	(12.1)	(14.3)	(7.6)	(12.9)	
Number of respondents	110	21	31	48	67	43	16	46	48	62	29	19	73	26	7
Percentage of employed youth fired in the past year	1.6	2.3	1.8	0.6	2.2	0.8	0.0	1.5	2.7	1.1	3.2	1.6	1.5	1.9	1.9
	(0.6)	(1.4)	(1.1)	(0.6)	(0.9)	(0.6)	(0.0)	(0.9)	(1.1)	(0.6)	(1.7)	(1.3)	(0.7)	(1.2)	(1.7)
Number of respondents	904	195	252	333	511	393	187	289	428	549	190	165	511	248	116

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH MENTAL RETARDATION (Concluded)

Employment Characteristics	Household Income: Under $12,000	Household Income: 12,000-$24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Of those currently working for pay, percentage working at current job:									
< 1 month	23.9	24.3	17.8	24.3	21.0	---	17.9	25.1	23.7
	(7.4)	(6.4)	(5.6)	(8.8)	(4.1)		(5.6)	(6.4)	(7.7)
1 to 3 months	26.3	28.5	26.4	24.2	27.9	---	32.5	27.9	19.3
	(7.7)	(6.8)	(6.4)	(8.8)	(4.5)		(6.8)	(6.7)	(7.1)
> 3 months to 6 months	15.8	4.7	13.5	8.2	12.2	---	13.1	6.5	13.7
	(6.3)	(3.2)	(5.0)	(5.6)	(3.3)		(4.9)	(3.7)	(6.2)
> 6 months	34.0	42.5	42.3	43.3	38.9	---	36.5	40.5	43.3
	(8.2)	(7.4)	(7.2)	(10.2)	(4.9)		(7.0)	(7.3)	(9.0)
Number of respondents	56	79	82	43	182	5	83	87	56
Of those ever employed for pay, percentage with longest time at a paid job:									
3 months or less	46.7	45.6	38.1	45.7	43.6	---	46.2	47.5	33.6
	(7.4)	(6.0)	(5.9)	(8.1)	(4.2)		(5.9)	(6.1)	(7.1)
> 3 months to 6 months	19.9	7.9	13.4	9.3	14.8	---	14.7	9.7	19.0
	(5.9)	(3.3)	(4.1)	(4.7)	(3.0)		(4.2)	(3.6)	(5.9)
> 6 months to 12 months	19.4	24.0	20.6	21.1	21.3	---	20.4	21.8	21.5
	(5.8)	(5.2)	(4.9)	(6.6)	(3.5)		(4.8)	(5.1)	(6.1)
> 12 months	14.0	22.5	27.9	23.9	20.3	---	18.7	21.0	25.9
	(5.1)	(5.1)	(5.4)	(6.9)	(3.4)		(4.6)	(5.0)	(6.5)
Number of respondents	78	119	119	70	256	7	126	124	82
Average months kept:									
Longest paid job	8.6	11.5	12.9	11.7	10.5	---	10.4	9.9	12.7
	(1.9)	(1.8)	(2.0)	(2.4)	(1.2)		(1.7)	(1.5)	(2.5)
Present paid job	8.6	10.0	11.0	10.6	9.6	---	9.5	8.6	10.8
	(2.5)	(2.2)	(2.2)	(3.2)	(1.4)		(2.1)	(1.9)	(2.6)
Number of respondents	56	79	82	43	182	5	83	87	56
Percentage of unemployed youth leaving last job by:									
Quitting	26.2	26.1	22.3	33.2	22.8	---	21.7	26.7	25.4
	(11.8)	(8.9)	(9.1)	(12.0)	(6.3)		(8.1)	(9.4)	(11.7)
Being fired	15.8	3.5	11.6	20.6	1.9	---	14.9	2.1	6.5
	(9.7)	(3.7)	(7.0)	(10.3)	(2.0)		(7.0)	(3.1)	(6.6)
Being laid off	7.5	6.5	7.4	10.4	7.5	---	4.2	13.1	8.4
	(7.0)	(5.0)	(5.7)	(7.8)	(4.0)		(3.9)	(7.2)	(7.5)
Ending temporary work	50.5	63.9	58.7	35.7	67.8	---	59.3	58.1	59.7
	(13.4)	(9.7)	(10.8)	(12.2)	(7.0)		(9.6)	(10.5)	(13.2)
Number of respondents	24	41	36	28	77	2	45	39	25
Percentage of employed youth fired in the past year	2.2	0.7	2.1	2.3	1.0	0.0	2.3	0.4	1.7
	(1.2)	(0.7)	(1.1)	(1.3)	(0.5)	(0.0)	(1.0)	(0.5)	(1.3)
Number of respondents	242	267	281	241	589	40	376	300	187

Source: Parent interviews.

Appendix A

APPENDIX A

This appendix provides additional information to aid the reader in interpreting data related to two kinds of variables presented in the almanacs: variables potentially subject to bias, and variables created by combining two sources of information. Variables in each of these categories, along with references to the tables in which they appear, are discussed below.

Variables Potentially Subject to Bias

Measured IQ (Table 4)

IQ scores were taken from students' school records for their most recent year in secondary school and recorded on the school record abstract form in response to the following item:

> "What overall test score or IQ score did the student receive on the test indicated in Question 12? If the IQ or overall test score is not given, indicate the mental age or grade equivalent score if provided.

IQ data were not available for all youth and the fraction of students for whom IQ scores were available varied considerably for youth in different disability categories. For example, IQ scores were present in school records for 86% of youth classified as mentally retarded and for 84% of those classified as learning disabled, but for only 47% of youth with other health impairments and 50% of youth with speech impairments. The relatively high rate of missing data for youth in some categories raised the question of whether available IQ scores were systematically biased downward. Were scores available more frequently for youth for whom normal IQ was questioned, i.e., those at the lower end of the normal intelligence scale? Perhaps IQ tests were not as routinely given for youth for whom there was little question of at least normal IQ.

To address this issue, the functional ability levels were compared for youth with and without IQ scores in each disability category. To the extent that functional ability correlates with measured intelligence (r=.54; p<.001), if the hypothesized bias were present, lower functional ability scores would be observed for youth with IQ scores and higher functional ability scores for youth without IQ data. Examination of the functional mental skills scale scores for the majority of youth--those classified as emotionally disturbed, hard of hearing, learning disabled, and visually impaired--revealed no significant differences between youth with and without IQ test scores, indicating an absence of bias for youth in those categories. However, youth classified as orthopedically impaired, other health impaired, and speech impaired with IQ data had significantly lower functional mental skills scale scores than those for whom IQ data were not available (p<.05). Thus, there appears to be some downward bias in the IQ scores for youth in these categories. However, an opposite relationship of functional abilities and IQ was observed for youth in the deaf/blind, multiply handicapped, and mentally retarded categories. For these youth, functional abilities were significantly higher for those with IQ scores (p<.001). For these categories, an upward bias in IQ scores is apparent.

One possible explanation for the systematic differences is that some districts may have tested only those youth with orthopedic impairments, speech impairments, and other health impairments who were having explicit educational performance difficulties or for whom mental retardation was suspected. At the same time, it is likely that lower functioning youth classified as deaf/blind, multiply handicapped, or mentally retarded were not able to be tested accurately, while testing of higher functioning youth in these categories was important to ascertain their academic potential.

Differences in abilities only partially explain why scores were available only for some youth. In all disability categories, scores were available for some youth at all functional levels. The most likely explanation for this seemingly random component of the availability of IQ scores is variation in school and district practices in the extent to which IQ testing is conducted as part of special education assessment procedures.

Self-Care Skills (Table 5)

These questions were asked only of parents of youth who were classified as mentally retarded, visually impaired, deaf, orthopedically impaired, other health impaired, multiply handicapped, or deaf/blind. They were not asked of parents of youth who were classified as learning disabled, emotionally disturbed, speech impaired, or hard of hearing, with no other disabilities because such disabilities were assumed not to interfere in most cases with the performance of the basic self-care skills being investigated. Youth in these categories were assigned a value corresponding to "very well" for each item, which would sum to a score of 12 (high) on the corresponding scale. If the skills of youth in these categories were actually lower, the reported self-care skills scores would overestimate abilities.

Assistive Devices (Table 7)

Items related to assistive devices were not asked of parents of youth in all disability categories in an effort to reduce the burden of the interview and because some devices were assumed to be inappropriate to some kinds of disabilities. Items related to assistive devices for the hearing impaired (telecommunications devices, telephone amplifier, hearing aid, closed captioned TV, other hearing assistance) were asked only of parents of youth who were reported as deaf, hard of hearing, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to mobility (wheel chair, crutches, cane, walker, changes to the car, prosthetics, orthotics, computer designed to aid mobility, other devices to aid mobility) were asked only of parents of youth who were reported as orthopedically impaired, other health impaired, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to vision (seeing eye dog, Braille or large print readers, opticon/optical scanner, computers to aid vision, other vision assistance) were asked only of parents of youth reported as visually impaired, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Youth whose parents were not asked directly about assistive devices were coded as not using the devices, assuming they were inappropriate to the disabilities of the youth. If some youth actually used the devices, but parents were not asked the items, the data reported would underestimate use of assistive devices.

Receipt of Physical Therapy/Mobility Training (Tables 28, 34)

Items related to receipt of physical therapy or mobility training in the parent interview were not asked of parents of youth who were reported as learning disabled, emotionally disturbed, or speech impaired, with no other additional disabilities in an effort to reduce the burden of the interview and because the service was considered inappropriate to those disabilities. Youth with those disabilities were coded as not receiving the service. If youth with those disabilities actually had received the service, data would underestimate service receipt.

Grade Point Average (Table 36)

Grade point average is calculated on a 4-point scale, with a grade of A assigned 4 points, B assigned 3 points, C assigned 2 points, D assigned 1 point, and failed courses assigned no value. Grades of "pass" or "satisfactory" were coded as equivalent to a "C," "failure" or "unsatisfactory" were coded as equivalent to an "F."Points are summed and divided by the total number of courses, including those failed.

There is some reason to suspect that the grades abstracted from students' records may overestimate grade performance for two reasons. First, not all students received grades. Second, there are potential biases apparent in the reporting of grades for some students who received them. Each source of potential bias is discussed below.

Students Who Did Not Receive Grades--NLTS data reveal that 11% of students with disabilities did not receive grades in any courses in their most recent year in secondary school. As shown in Table A-1, the receipt of grades is strongly associated with the nature and severity of students' disabilities. For example, more than half of students with low functional mental skills did not receive grades (55%), compared with only 4% of students with high functional mental skills.

Hence, course grades "cream" the special education student population by eliminating students with more severe disabilities and lower functional skills. For example, because the students who received grades were the more capable special education students, we would expect grades to be generally higher and more similar to regular education students than would be the case if all special education students were considered.

Table A-1
STUDENTS WITH DISABILITIES WHO DID NOT RECEIVE COURSE GRADES IN THEIR MOST RECENT SCHOOL YEAR

	Students Who Did Not Receive Grades		
Student Characteristics	%	S.E.	N
Total	10.8	1.0	5591
Primary disability category			
Learning disabled	4.8	1.1	821
Emotionally disturbed	8.7	1.8	502
Speech impaired	4.3	1.5	379
Mentally retarded	24.0	2.0	846
Visually impaired	10.4	2.5	548
Hard of hearing	1.5	1.0	513
Deaf	11.1	2.0	683
Orthopedically impaired	14.9	2.7	458
Other health impaired	9.6	2.6	284
Multiply handicapped	56.1	4.0	491
Deaf/blind	78.1	6.8	66
Functional mental skills*			
Low	54.9	5.3	548
Medium	11.5	1.9	1724
High	3.6	1.0	1962
Student assigned to grade level			
Yes	5.1	.8	4619
No	65.7	3.6	941
Student attended:			
Special school for students with disabilities	54.5	3.9	1529
Regular secondary school	6.9	.8	4052

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* Parents rated on a 4-point scale youths' abilities to tell time on a clock with hands, look up telephone numbers and use the phone, count change, and read common signs. Ratings were summed to create a scale ranging from 4 to 16. High ability is defined as a scale value of 15 or 16.

Source: Grade data from students' school records. Functional abilities from parent interviews.

Potential Reporting Bias--For students who were taking a single course for two semesters and received two different grades, data abstractors recruited in schools were instructed to record the grade received in the most recent semester. However, when transcripts were obtained for a subsample of students and compared to grades reported by data abstractors on the record abstract forms, 34% of the 157 cases reviewed showed discrepancies between transcript grades and record abstract grades. The majority of these cases involved abstractors reporting the higher of two grades received for two-semester courses, rather than the most recent grade. Generally only one course per student was involved in a grade discrepancy and the grade change was virtually always only 1 grade point (i.e., a B reported as the higher grade when a C was the most recent grade). This degree of overestimation of the GPA for a given student with 7 graded courses would be .14 (i.e., the difference between a GPA of 3.0 and a GPA of 2.86). If this overestimation affected one-third of the full sample, as it did of the cases validated, it would result in a GPA overestimation of .05 for the full sample. However, because the subsample used for this comparison was small and included students from only four disability groups, it is unknown to what extent this tendency to record the more favorable grade rather than the most recent grade pervades the grade data reported here for the full sample. Further, in a handful of cases, failed courses were not included on the record abstract form because students received no credit for them. Hence, the grade data may paint a somewhat rosier picture of grade performance than students actually achieved; GPAs may actually have been marginally lower and failure rates marginally higher than those reported.

Alterations Made to the Home (Table 38)

The item related to whether alterations had been made to the youth's home to accommodate a disability were asked only of parents of youth who were reported as deaf/blind, visually impaired, orthopedically impaired, other health impaired, or multiply handicapped, as a primary or secondary disability by the school/district or parent. Parents of youth with other disabilities were not asked the item in an effort to reduce the burden of the interview and because such alterations were considered inappropriate to those disabilities. Youth with other disabilities were coded as not having had the alternations. If youth with other disabilities actually had the alterations, data would underestimate their frequency.

Variables Constructed from Multiple Sources

Secondary School Enrollment Status (All Tables)

Because the NLTS focuses on the time when youth move from secondary school into more adult experiences, the status of youth relative to secondary school is critical. The NLTS classifies youth into three categories based on their secondary school enrollment status:

- In secondary school
- Out of secondary school less than 1 year
- Out of secondary school from 1 to 2 years.

Secondary school enrollment status is based on data from two sources: the parent interview and/or school record abstract.

For 26% of youth, secondary school status is based on parent reports alone because no school record abstract was obtained. The parent interview nvolves data from two items:

A10 "Has (NAME) been enrolled in a junior or senior high school (or special school) in the past 12 months?"

A12 Is (NAME) now enrolled, or will she/he be enrolled in the fall in (junior or senior high school/this special) school?"

A youth is coded as in school if the parent responded positively to A12. A youth is coded as out of school less than 1 year if the parent responded positively to A10 but negatively to A12. The youth is coded as out of school from 1 to 2 years if the parent responded negatively to both items.

For 14% of youth, secondary school enrollment status is based on information from school records alone because no parent interview could be completed. The school record abstract reports data from the student's most recent school year. Students whose most recent school year was 1985-86 were coded as out of school 1 to 2 years as of the 1987 interview. Students whose most recent school year was 1986-87 and who were reported as completing the school year by being promoted or not (as opposed to codes indicating the student had left school; e.g., graduated, aged out, suspended, incarcerated) were coded as in secondary school. Those whose most recent school year was 1986-87 but who were reported as graduating, dropping out, aging out, being suspended/expelled or incarcerated/institutionalized, or who had withdrawn, moved, or transferred were coded as out of secondary school less than 1 year.

For 60% of youth, both the parent interview and school record abstracts were available as sources for secondary school enrollment status. Of these youth, parents and school records agreed on the school enrollment status of 4084 youth (82%), with the greatest agreement (97%) apparent for students still enrolled in secondary school. There was agreement in 77% of cases that youth were out of school, but less agreement as to the length of time they had been out of secondary school. The following decision rules were used to resolve discrepancies:

- Parent reports of youth being in secondary school were accepted if 1986-87 school records indicated the youth had withdrawn, moved, dropped out, or been institutionalized or incarcerated, assuming the parent was reporting enrollment in a different program in the summer or fall than had been attended during the previous school year.
- If the parent indicated the youth had left school up to a year earlier, and the school record indicated the student had been enrolled in the 1986-87 school year and completed the school year (whether or not promoted to the next grade level), the parent report of the youth being out of school up to 1 year was accepted, assuming the parent was reporting school completion (i.e., dropping out or graduating) that occurred after the end of the school year.
- If the parent indicated the youth had left school more than 1 year ago, but school records indicated enrollment in the 1986-87 school year, students were coded as out of school up to 1 year.
- If the parent reported the youth was still in school, but a school record indicated the youth had graduated or aged out, or if the youth was beyond secondary school age, the youth was coded as having been out of school, assuming the parent was mistakenly reporting school enrollment at a postsecondary school. If the school record was from 1985-86, the youth was coded as out of school 1 to 2 years; if the record was from 1986-87, the youth was coded as out of school up to 1 year.
- If the parent reported the youth was out of school up to 1 year, and the most recent school record abstract was for 1985-86 and indicated the student completed the school year (whether or not promoted), the parent report was accepted, assuming the student had enrolled in the 1985-86 summer or the 1986-87 school year in a different program and left in 1986-87.
- If the parent reported the student had been out of school 1 to 2 years and the school record from 1985-86 school year indicated the student had completed the year, the parent report was accepted, assuming the student had not returned to school in 1986-87.

Attended Special School for Students with Disabilities (Table 9)

Two sources of data were used to determine whether a student attended a special school serving only students with disabilities: the school record and the Survey of Secondary Special Education Programs.

The survey item asked:

> "Which of the following best describes your school?"
> Response categories included, among others, "School that only serves handicapped or disabled students."

The school record item asked:

> "What are all of the settings in which this student received educational services in the school year indicated on the cover sheet?"
> Response categories included, among others, "special school for the disabled."

Enrollment status for 16% of cases was based on the survey alone, and 6% were based on the abstract alone. For the 76% of cases (N=5742) that had both sources, there was 98% agreement between them. In other cases, the survey was the preferred source. If the survey indicated a special school, the student was coded as attending a special school, regardless of the school record. If the survey indicated the school was not a special school, the student was coded as not attending a special school, even if one of the settings of the student was a special school, assuming that attendance in that setting was secondary to attendance at the primary, regular school.

Took Occupationally-Oriented Vocational Education (Table 17)

The variable indicating whether the youth took occupationally-oriented vocational education uses two sources: the school record and parent interview. The parent interview items include the following:

> "What kinds of job training or help has (NAME) had in the past 12 months? Has he/she had...
> 1 Testing to find out his/her work interests or abilities
> 2 Training in specific job skills, like care repair or food service
> 3 Training in basic skills needed for work, like counting change, telling time, or using transportation to get to work
> 4 Career counseling (like help in figuring out jobs (NAME) might be suited to
> 5 Help in finding a job or learning to look for one."
>
> Who has given (NAME) job training or help in the past 12 months?"
> Response categories included, among others, "youth's junior or senior high school" and "a special secondary school for the disabled."

If a respondent gave a positive response to category 2 of the first item and the only source indicated for the service was a secondary school (special or regular), the student was indicated as having received occupationally- oriented vocational education from the school in the most recent school year.

The school record item involved a listing of courses the student took in the most recent school year. If a vocational course was listed, the following item was asked:

"If the student has taken vocational education classes during the school year indicated on the cover sheet, please indicate the type of vocational education taken."

Responses were coded as follows:

1 Agriculture (e.g., animal and plant science, landscaping/gardening, horticulture/nursery, forestry)
2 Distributive education (e.g., retailing, banking and finance, cashier, hotel/tourism/recreation, marketing and sales, advertising, warehousing, transportation/driver, real estate)
3 Health occupations (e.g., health care, medical and dental assistant, nursing, community and environmental health)
4 Office occupations (e.g., secretarial, clerical, typing, accounting, data processing, computer programming and operations)
5 Technical education (e.g., engineering, architecture, aeronautics)
6 Machine shop, auto and motor repair
7 Construction trades (e.g., carpentry, masonry, plumbing, wood working, metal working, welding)
8 Electrical, electronics, communication, air conditioning
9 Manufacturing, industrial arts
10 Painting, interior design/decorating
11 Graphic and commercial arts, drafting, printing, photography
12 Food services, cook, food server, hostess, dishwasher
13 Personal services, cosmetology, laundry/cleaning
14 Custodial services/janitor
15 Fireman, law enforcement, public service
16 Other (SPECIFY)
17 Career exploration, prevocational skills, work adjustment
18 Sheltered workshop, supported employment
19 Work study/experience, on-the-job training
20 Clothing/textiles
21 Child care, nursery school

If the record indicated a positive response to categories 1 through 15, 20 or 21, the student was counted as having received occupationally-oriented vocational education.

For 16% of cases, the value on this variable was based on the school record alone; for 21% of cases it was based on the parent interview alone. For 63% of cases, both sources were available. There was agreement between sources in 98% of these cases. In the event of discrepancies, a student was coded as having taken occupationally-oriented vocational education if either the school record or the parent interview met the criteria for a positive response.

This variable was used in the construction of a variable indicating whether the student was enrolled in any vocational education in the most recent year. A positive value for receiving occupationally-oriented vocational education was coded as a positive value for having received any vocational education.

Also, this variable was the basis for variables indicating the number of hours of occupationally-oriented vocational education received and whether that training was in a regular education or special education setting. Only responses based on the school record contributed to these latter two variables, because no indication of placement or amount of the occupationally-oriented training was included in the parent interview.

Support Services Received (Tables 28, 30, 32-35)

The NLTS investigated whether the youth had received the following kinds of support services: speech therapy, personal counseling/therapy, physical therapy/mobility training, help from a tutor/reader/interpreter, and transportation assistance. For each kind of service, three variables were created: whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school. In addition, the total hours of the service received in the previous year was calculated for each service only for cases having a parent interview (school records did not indicate number of hours received).

The two sources of data for items regarding receipt of services were the parent interviews and school records. The parent source involved responses to the following three kinds of questions, which were asked of the majority of respondents about each service:

> "Has (NAME) ever had (kind of service)?"
>
> "Has (NAME) had any of this (kind of service) in the past 12 months?"
>
> "Who has given (NAME) (kind of service) in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

These items were asked for all noninstitutionalized youth regarding speech therapy, personal counseling/therapy, transportation assistance, and help from a tutor/reader/interpreter. (Institutionalized youth were those reported by parents to be living for at least one year in a hospital, mental health, or correctional facility.) Items related to physical therapy/ mobility training were not asked of parents with youth classified as learning disabled, emotionally disturbed, or speech impaired only (no other additional disabilities named by the school/district or parent) because that service was assumed not to pertain to those disabilities (see discussion in previous section). Youth with these disabilities only were coded as having not received the service ever, in the past year, or from the school, unless the school record abstract indicated otherwise.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)?" Response categories included, among others:

Speech or language therapy
Personal counseling or therapy
A tutor, reader, or interpreter
Physical therapy or mobility training (e.g., help with walking or wheelchair use
Help in getting or using transportation

A positive response to a service was coded as having received the service ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school.

The school record abstract source involved the following item:

"Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?"

1 Physical therapy
2 Occupational therapy
3 Assistive devices or physical adaptations
4 Mental health services, personal counseling, therapy, or psychiatric care
5 Speech or language therapy
6 Hearing-loss therapy
7 Tutor, reader, or interpreter
8 Special transportation because of disability
9 Adaptive physical education
10 Health services (e.g., catheterization)
11 Testing for disabilities (e.g., psychological assessment, classroom observation
12 Social work services
00 None of the above

Responses were coded into the support services variables as follows:

If response circled:	Coded as received:
5	Speech therapy
4, 12	Personal counseling/therapy
1, 10	Physical therapy/mobility training
7	Tutor/reader/interpreter
8	Transportation assistance

Responses for approximately 16% of cases were based on the school record alone, 25% on the parent interview alone, and 59% on both sources.

In cases having two sources for these variables, the extent of agreement between the sources varied among the services and, for a given service, among the variables, as indicated in Table A-2. Agreement was generally highest for receipt of physical therapy and, for all services, was highest for services received in the previous year and lowest for services received from the school.

Table A-2
EXTENT OF AGREEMENT BETWEEN SOURCES FOR VARIABLES RELATED TO SUPPORT SERVICES RECEIVED BY YOUTH

Number of Cases Service Variables	Percentage In With Two Sources	Agreement
Received speech therapy		
Ever	4801	66
In past year	4741	80
In past year from school	4741	69
Received counseling/therapy		
Ever	4786	68
In past year	4753	80
In past year from school	4753	46
Received help from a tutor/reader/interpreter		
Ever	4769	58
In past year	4737	73
In past year from school	4737	59
Received physical therapy/mobility training		
Ever	4793	80
In past year	4774	88
In past year from school	4774	55
Received transportation assistance		
Ever	4820	55
In past year	4814	71
In past year from school	4814	46

For cases in which both sources of data were available, the following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a support service such as a tutor on an IEP, which would appear then on the record abstract, about which the parent being interviewed might simply have been unaware. Even in the case of the school providing the service, discrepancies are logically possible. For example, the parent might have been aware of a child's consultation with a school counselor and would have reported it as counseling received from the school. Such a service would not have been included on an IEP and would not have appeared on a school record abstract form.

Vocational Services Received (Tables 28, 29)

The NLTS investigated whether the youth had received vocational services, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had training in job skills, career counseling, help in finding a job, or any other vocational education?"
>
> "Has (NAME) had any of this job training or help in the past 12 months?"
>
> "Who has given (NAME) job training or help in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

> "Thinking about the last 12 months, for about how long did (NAME) receive job training from (each source named above)? During this period, about how many hours per day/week/month did the job training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "job training or vocational education."

A positive response to this item was coded as receiving vocational services ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of vocational services was coded as "don't know."

The school record abstract source involved the listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was vocational education. If the student was reported as taking any kind of vocational training in the 1985-86 school year, he/she was recorded as "ever" receiving vocational services, but "don't know" regarding receipt in the previous year. Students reported as taking vocational education in the 1986-87 school year were coded as receiving vocational services ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:

> 18 (number of weeks in a typical school semester)
> x hours per week student took the course
> x number of semesters taken

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.
- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a vocational course about which the parent being interviewed might simply have been unaware.

Occupational Therapy/Life Skills Training Received (Tables 28, 31)

The NLTS investigated whether the youth had received occupational therapy or life skills training, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had any occupational therapy or other instruction in life skills, other than from family members or friends? Life skills instruction might include learning to manage money or learning cooking or housekeeping skills. Occupational therapy might include help in learning feeding, dressing, toileting, or grooming."
>
> "Has (NAME) had any occupational therapy or life skills training, other than from family members or friends, in the past 12 months?"
>
> "Who has given (NAME) occupational therapy or life skills training in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."
>
> "Thinking about the last 12 months, for about how long did (NAME) receive occupational therapy or life skills training from (each source named above)? During this period, about how many hours per day/week/month did the occupational therapy or life skills training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "occupational therapy or life skills training (e.g., feeding, dressing, money management)."

A positive response to this item was coded as receiving the service/training ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of training/service was coded as "don't know."

The school record abstract source involved two items:

> The listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was home economics and life skills training. If the student was reported as taking this kind of course in the 1985-86 school year, he/she was recorded as "ever" receiving the training/service, but "don't know" regarding receipt in the previous year. Students reported as taking such courses in the 1986-87 school year were coded as receiving training/service ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:
>
> 18 (number of weeks in a typical school semester)
> x hours per week student took the course
> x number of semesters taken.
>
> "Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?" Response categories included, among others, "occupational therapy."

If a positive response was given to the second item only, the student was coded as receiving the training/service ever, in the past year, and in the past year from the school. He/she was coded "don't know" for the hours of service received.

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.
- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a course about which the parent being interviewed might simply have been unaware.

School Completion Status (Table 37)

There are 3053 youth who are considered out of school and for whom the mode of school leaving, referred to as school completion status, is known. The school completion status variable has four categories:

- Graduated
- Dropped out
- Aged out
- Suspended/expelled

An exiter's completion status was derived from two possible sources: the parent interview and/or the school record abstract. The parent interview source involved asking the following item of parents who said youth were no longer in secondary school:

> "Did (NAME) graduate, voluntarily leave school, was (he/she) suspended or expelled or is (he/she) older than the school age limit?"

The school record abstract item asked:

> "What was this student's status at the end of the school year?" Possible responses included:
> - Graduated
> - Exceeded the school age limit
> - Completed the school year and promoted to the next grade level
> - Completed the school year but not promoted to the next grade level
> - Dropped out
> - Permanently expelled
> - Transferred/moved to another school
> - Incarcerated
> - Institutionalized due to handicap
> - Other (specify)
> - Don't know.

For 30% of cases, school completion status was based on the parent interview alone. For 16% of cases, values were based on the school record abstract alone; the school abstract response was used by collapsing responses into the 4 completion status categories as follows:

School Completion Status	Record Abstract Response
Graduated	Graduated
Aged Out	Exceeded the school age limit
Dropped out/left	Dropped out
	Withdrew
	Institutionalized
	Incarcerated
	Other
Suspended/expelled	Permanently expelled

For the 55% of cases in which both the parent interview and the school record abstract were available, there was agreement between the two sources on the youth's completion status for 78% of cases. For the remaining 22% of cases (351), the following discrepancies were noted and resolutions made:

- In cases in which the school reported the youth transferred, moved, or withdrew, the parent report was the basis for categorization because the parent would have known the final status of the youth after a move, transfer, or withdrawal from a given school.

- Schools were considered the best source of information when there was a discrepancy involving whether the youth graduated vs. aged out resulting from different interpretations of what constituted graduation vs. receipt of special diplomas for attendance.

- The parent was considered the best source of information in cases in which the school indicated the youth had completed the school year (whether or not promoted), but the parent reported a more final disposition that could have occurred, for example, because of school work done in the summer (i.e., resulting in graduation) or because of decisions made in the summer not to return in the fall (i.e., dropping out). Similarly, parents' reports of graduation were accepted when the school reported the youth dropped out or was suspended because further school work in the summer could have resulted in graduation by the time of the interview. Parent reports of a more final status (e.g., dropping out) also were accepted when the school reported what was considered an intermediate status, such as incarceration or institutionalization.

- Youth were categorized as dropouts, based on the school report, when the parent contended the youth exceeded the age limit but the youth was not old enough to have done so, or if the parent reported the youth had been suspended.

Appendix B

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MENTAL RETARDATION

		Community			Gender		Age in 1987			School Status			Severity		
Subgroups Referenced, and Table Number(s)	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	72.4	73.6	74.7	75.2	72.2	72.7	96.1	89.1	46.5	96.1	32.5	25.7	70.1	71.8	83.1
	(2.1)	(4.5)	(3.8)	(3.2)	(2.8)	(3.1)	(2.0)	(2.6)	(3.3)	(1.2)	(4.7)	(4.7)	(2.8)	(3.9)	(4.9)
Number of respondents	838	180	242	316	471	367	162	256	420	498	181	159	467	238	107
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	85.5	78.7	88.9	86.0	86.0	84.9	76.9	88.3	88.2	84.9	86.6	86.9	82.1	90.1	95.4
	(1.6)	(4.2)	(2.7)	(2.6)	(2.2)	(2.5)	(4.3)	(2.6)	(2.2)	(2.1)	(3.5)	(3.8)	(2.4)	(2.6)	(2.8)
Number of respondents	815	179	240	310	460	355	162	255	398	498	172	145	450	236	106
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**															
Seventh grade	27.3	11.9	25.4	36.1	27.9	26.2	38.1	21.9	24.8	28.4	21.9	32.9	26.2	27.6	38.0
	(1.9)	(3.1)	(3.4)	(3.0)	(2.6)	(2.9)	(4.3)	(3.0)	(2.9)	(2.5)	(3.7)	(5.5)	(2.5)	(3.9)	(6.1)
Eighth grade	33.9	12.3	28.5	48.2	34.1	33.2	48.1	28.3	28.9	33.7	30.7	42.1	34.7	31.8	40.0
	(2.1)	(3.1)	(3.5)	(3.2)	(2.7)	(3.1)	(4.4)	(3.3)	(3.0)	(2.6)	(4.1)	(5.8)	(2.7)	(4.1)	(6.2)
Ninth grade	71.0	65.6	65.7	79.5	71.2	70.7	71.5	71.7	70.0	68.5	74.4	77.1	81.4	54.2	47.3
	(2.0)	(4.5)	(3.7)	(2.6)	(2.6)	(3.0)	(4.0)	(3.3)	(3.1)	(2.6)	(3.9)	(5.0)	(2.2)	(4.4)	(6.3)
Tenth grade	79.7	74.8	76.8	86.8	81.8	76.9	71.9	84.8	80.4	77.2	80.9	89.7	89.5	66.5	49.1
	(1.7)	(4.1)	(3.3)	(2.1)	(2.2)	(2.8)	(4.0)	(2.6)	(2.6)	(2.3)	(3.5)	(3.6)	(1.7)	(4.1)	(6.3)
Eleventh grade	79.7	74.8	76.8	86.7	82.0	76.6	71.6	85.1	80.3	77.1	81.2	89.3	89.5	66.3	49.1
	(1.7)	(4.1)	(3.3)	(2.2)	(2.2)	(2.8)	(4.0)	(2.6)	(2.7)	(2.3)	(3.5)	(3.6)	(1.7)	(4.1)	(6.3)
Twelfth grade	79.7	74.8	76.8	86.7	82.0	76.6	71.6	85.1	80.3	77.1	81.2	89.3	89.5	66.3	49.1
	(1.7)	(4.1)	(3.3)	(2.2)	(2.2)	(2.8)	(4.0)	(2.6)	(2.7)	(2.3)	(3.5)	(3.6)	(1.7)	(4.1)	(6.3)
Ungraded	45.3	47.8	44.4	42.3	44.3	46.6	39.3	46.8	48.3	48.9	41.5	34.6	32.1	66.8	76.7
	(2.2)	(4.8)	(3.9)	(3.1)	(2.9)	(3.3)	(4.3)	(3.7)	(3.3)	(2.7)	(4.4)	(5.6)	(2.6)	(4.1)	(5.3)
Number of respondents	948	202	295	421	542	403	218	318	412	578	230	132	560	237	117

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* Source: Parent interviews.

** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

275

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MENTAL RETARDATION

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	71.1	72.1	79.4	71.1	73.8	71.7	73.9	72.2	74.4
	(4.1)	(3.7)	(3.2)	(4.1)	(2.5)	(10.4)	(3.2)	(3.6)	(4.4)
Number of respondents	211	253	278	215	564	32	340	288	181
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	81.3	88.3	94.1	70.1	93.0	85.1	79.6	88.8	93.8
	(3.6)	(2.7)	(1.9)	(4.2)	(1.5)	(8.4)	(2.9)	(2.5)	(2.4)
Number of respondents	204	250	278	209	552	31	330	287	181
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**									
Seventh grade	26.9	32.5	23.1	19.8	31.6	18.9	27.2	30.8	22.5
	(4.3)	(4.1)	(3.6)	(3.9)	(2.8)	(9.1)	(3.5)	(4.0)	(4.5)
Eighth grade	33.0	35.7	28.3	26.4	37.4	18.9	33.2	34.1	26.3
	(4.6)	(4.2)	(3.9)	(4.4)	(2.9)	(9.1)	(3.7)	(4.1)	(4.8)
Ninth grade	67.3	72.4	66.1	62.7	71.4	67.7	71.9	69.5	59.2
	(4.6)	(4.0)	(4.1)	(4.8)	(2.7)	(10.8)	(3.5)	(4.0)	(5.3)
Tenth grade	77.7	79.2	76.1	73.3	79.4	69.3	80.0	79.7	67.0
	(4.0)	(3.6)	(3.7)	(4.4)	(2.4)	(10.7)	(3.1)	(3.5)	(5.1)
Eleventh grade	77.7	79.4	75.7	73.3	79.3	69.3	79.8	79.7	67.0
	(4.0)	(3.6)	(3.7)	(4.4)	(2.4)	(10.7)	(3.1)	(3.5)	(5.1)
Twelfth grade	77.7	79.4	75.7	73.3	79.3	69.3	79.8	79.7	67.0
	(4.0)	(3.6)	(3.7)	(4.4)	(2.4)	(10.7)	(3.1)	(3.5)	(5.1)
Ungraded	43.5	49.7	52.4	39.4	50.5	66.0	43.7	47.8	59.6
	(4.8)	(4.4)	(4.3)	(4.8)	(3.0)	(11.0)	(3.9)	(4.3)	(5.3)
Number of respondents	180	222	235	182	503	32	289	245	156

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* Source: Parent interviews.

** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MENTAL RETARDATION (Continued)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status			Severity		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Table 12: Percentage of youth in schools that served learning handicapped students	96.9	95.8	97.1	98.1	96.8	96.9	97.3	97.4	96.1	96.6	97.4	97.3	100	92.2	86.6
	(0.8)	(2.1)	(1.5)	(0.9)	(1.1)	(1.3)	(1.6)	(1.3)	(1.4)	(1.1)	(1.5)	(2.1)	(0.0)	(2.6)	(4.9)
Number of respondents	783	168	240	354	453	328	182	255	346	469	198	111	469	192	90
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	76.1	68.7	73.4	85.2	78.4	73.3	70.6	80.1	76.2	73.0	78.8	85.0	90.0	56.1	33.9
	(2.0)	(4.8)	(3.9)	(2.5)	(2.6)	(3.3)	(4.5)	(3.3)	(3.1)	(2.7)	(3.8)	(4.6)	(1.9)	(4.8)	(6.7)
Number of respondents	777	173	233	349	445	331	176	256	345	459	204	109	460	193	93
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	44.1	43.4	41.3	46.8	44.8	43.3	38.2	48.9	43.6	42.5	47.2	45.3	45.4	43.4	37.8
	(2.4)	(5.3)	(4.4)	(3.5)	(3.2)	(3.7)	(4.8)	(4.1)	(3.7)	(3.1)	(4.8)	(6.6)	(3.1)	(4.9)	(7.3)
Number of respondents	757	161	225	352	437	319	173	251	333	451	195	106	460	184	81
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	88.2	84.3	87.9	93.1	88.3	88.4	90.5	89.9	85.0	86.9	88.4	93.2	98.5	73.5	54.7
	(1.6)	(3.8)	(2.9)	(1.8)	(2.0)	(2.4)	(2.9)	(2.5)	(2.6)	(2.1)	(3.1)	(3.3)	(0.7)	(4.4)	(7.3)
Number of respondents	761	170	235	335	440	319	177	249	335	453	195	108	460	185	87

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MENTAL RETARDATION (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 12: Percentage of youth in schools that served learning handicapped students	96.4	98.8	95.6	97.6	97.0	91.7	97.1	98.2	94.5
	(2.0)	(1.1)	(1.9)	(1.7)	(1.1)	(6.9)	(1.4)	(1.3)	(2.7)
Number of respondents	152	180	198	143	431	27	239	205	134
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	76.9	75.3	67.8	65.5	76.5	64.2	77.9	74.9	59.3
	(4.5)	(4.3)	(4.4)	(5.3)	(2.8)	(11.9)	(3.6)	(4.1)	(5.7)
Number of respondents	151	177	200	144	427	28	233	205	136
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	46.6	39.7	41.7	52.2	42.0	48.5	46.4	35.2	48.2
	(5.2)	(4.9)	(4.7)	(5.7)	(3.2)	(12.6)	(4.3)	(4.6)	(6.0)
Number of respondents	154	176	195	136	424	27	233	203	129
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	86.6	88.2	85.5	91.0	87.3	64.9	88.2	90.0	78.2
	(3.7)	(3.2)	(3.3)	(3.3)	(2.2)	(11.6)	(2.8)	(2.9)	(4.9)
Number of respondents	148	176	197	136	424	29	229	204	133

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MENTAL RETARDATION (Continued)

Subgroups Referenced, and Table Number(s)		Community			Gender		Age in 1987			School Status			Severity		
	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Table 18: Percentage in schools that reported having students in need of:															
Speech/language therapy	95.9 (0.9)	98.9 (1.1)	94.5 (2.0)	95.0 (1.5)	94.2 (1.5)	98.1 (1.0)	98.5 (1.2)	93.8 (2.0)	95.9 (1.4)	96.6 (1.1)	94.3 (2.2)	95.2 (2.7)	94.1 (1.4)	98.5 (1.2)	100 (0.0)
Physical therapy	70.2 (2.2)	77.0 (4.5)	78.7 (3.7)	60.8 (3.4)	70.1 (2.9)	70.2 (3.4)	75.3 (4.3)	64.3 (4.0)	72.2 (3.3)	72.5 (2.8)	64.3 (4.7)	68.6 (6.1)	62.9 (3.0)	80.5 (3.9)	92.1 (3.8)
Occupational therapy	77.2 (2.1)	82.3 (4.1)	77.2 (3.8)	73.7 (3.1)	75.9 (2.8)	79.0 (3.1)	81.0 (3.9)	74.0 (3.7)	77.5 (3.1)	79.0 (2.6)	73.3 (4.3)	74.4 (5.8)	70.9 (2.9)	84.3 (3.6)	93.1 (3.6)
Hearing-loss therapy	68.7 (2.3)	74.8 (4.8)	76.0 (3.9)	61.4 (3.5)	67.6 (3.0)	70.9 (3.5)	71.5 (4.7)	68.7 (3.9)	66.9 (3.5)	71.9 (2.9)	58.7 (4.8)	70.7 (6.1)	62.4 (3.1)	77.1 (4.3)	87.1 (5.0)
Psychotherapy/counseling	88.8 (1.6)	88.7 (3.6)	90.6 (2.6)	87.3 (2.4)	89.1 (2.0)	88.2 (2.5)	93.8 (2.5)	87.7 (2.8)	86.4 (2.6)	89.8 (1.9)	87.4 (3.3)	85.8 (4.7)	88.0 (2.1)	90.3 (3.0)	92.2 (4.0)
Medical services	84.3 (1.8)	88.5 (3.5)	81.1 (3.5)	83.6 (2.6)	83.5 (2.4)	85.7 (2.7)	88.0 (3.3)	83.0 (3.2)	82.9 (2.8)	84.7 (2.3)	85.3 (3.5)	79.9 (5.4)	81.1 (2.5)	89.8 (3.1)	92.4 (3.9)
Adaptive physical education	88.7 (1.5)	95.5 (2.2)	93.8 (2.1)	81.3 (2.8)	89.4 (2.0)	87.7 (2.5)	89.4 (3.1)	87.3 (2.8)	89.5 (2.3)	89.7 (1.9)	85.9 (3.3)	88.6 (4.2)	84.5 (2.3)	93.2 (2.5)	99.1 (1.4)
Social work services	94.4 (1.2)	98.6 (1.3)	92.7 (2.4)	93.0 (1.9)	95.0 (1.4)	93.5 (2.0)	94.4 (2.4)	94.6 (1.9)	94.2 (1.8)	95.4 (1.4)	92.8 (2.6)	92.5 (3.6)	92.6 (1.7)	97.4 (1.7)	97.6 (2.3)
Special transportation	89.9 (1.4)	96.0 (2.0)	90.0 (2.6)	86.6 (2.4)	88.7 (2.0)	91.5 (2.1)	90.4 (2.9)	89.1 (2.6)	90.3 (2.2)	91.7 (1.7)	86.3 (3.3)	87.2 (4.3)	87.2 (2.1)	95.8 (1.9)	94.1 (3.4)
Human aides or tutors	95.2 (1.0)	98.3 (1.4)	94.2 (2.1)	93.9 (1.7)	94.0 (1.5)	96.7 (1.3)	96.2 (1.9)	94.8 (1.9)	94.8 (1.6)	96.2 (1.2)	94.4 (2.2)	91.4 (3.7)	93.1 (1.6)	98.1 (1.3)	99.1 (1.4)
Physical aids	78.6 (2.0)	82.1 (4.2)	74.8 (3.9)	78.6 (3.0)	76.3 (2.8)	82.2 (3.0)	82.7 (3.9)	78.1 (3.5)	76.5 (3.2)	80.0 (2.5)	74.2 (4.3)	79.3 (5.4)	74.2 (2.8)	85.7 (3.5)	90.5 (4.2)
None of these	99.7 (0.3)	100 (0.0)	99.3 (0.7)	99.7 (0.4)	99.6 (0.4)	99.8 (0.3)	99.5 (0.7)	99.7 (0.4)	99.8 (0.3)	99.8 (0.2)	99.1 (0.9)	100 (0.0)	99.8 (0.3)	99.6 (0.6)	99.2 (1.2)
Number of respondents	704	139	217	315	416	286	156	235	310	416	182	101	424	171	78
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	77.9 (2.0)	67.9 (5.0)	75.1 (3.8)	87.8 (2.3)	78.5 (2.6)	77.2 (3.1)	78.4 (4.0)	80.4 (3.3)	75.1 (3.2)	75.8 (2.6)	78.8 (3.9)	86.6 (4.4)	92.8 (1.6)	55.5 (4.9)	36.8 (6.8)
Number of respondents	768	162	238	346	443	323	175	255	338	457	195	111	459	185	94

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MENTAL RETARDATION (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 18: Percentage in schools that reported having students in need of:									
Speech/language therapy	92.7	98.4	97.2	96.1	95.5	100	94.4	96.0	98.9
	(2.7)	(1.2)	(1.5)	(2.1)	(1.3)	(0.0)	(1.9)	(1.8)	(1.2)
Physical therapy	60.6	76.5	77.7	65.5	71.4	94.9	67.3	73.0	82.1
	(5.3)	(4.3)	(3.9)	(5.4)	(3.0)	(5.5)	(4.1)	(4.3)	(4.5)
Occupational therapy	69.8	81.5	79.1	78.9	74.9	94.6	76.1	75.9	83.8
	(5.0)	(3.9)	(3.9)	(4.6)	(2.9)	(5.7)	(3.7)	(4.2)	(4.4)
Hearing-loss therapy	63.2	72.6	70.5	70.6	68.0	80.2	68.4	68.7	72.5
	(5.3)	(4.5)	(4.4)	(5.3)	(3.1)	(10.7)	(4.1)	(4.6)	(5.4)
Psychotherapy/counseling	87.2	87.0	89.0	90.9	86.4	100	88.7	89.4	85.9
	(3.8)	(3.4)	(3.0)	(3.4)	(2.3)	(0.0)	(2.9)	(3.0)	(4.2)
Medical services	84.8	80.2	83.3	84.5	82.9	100	84.3	82.7	83.9
	(3.9)	(4.0)	(3.6)	(4.2)	(2.5)	(0.0)	(3.2)	(3.7)	(4.5)
Adaptive physical education	85.2	91.3	91.7	86.4	90.8	96.6	90.4	87.7	93.5
	(3.9)	(2.8)	(2.6)	(3.8)	(1.9)	(4.5)	(2.6)	(3.2)	(2.9)
Social work services	92.3	93.8	96.2	97.7	92.8	100	94.5	93.8	94.7
	(3.0)	(2.5)	(1.8)	(1.7)	(1.8)	(0.0)	(2.1)	(2.4)	(2.7)
Special transportation	87.6	89.2	96.4	92.8	88.5	98.1	90.9	90.0	91.6
	(3.5)	(3.1)	(1.7)	(2.8)	(2.1)	(3.4)	(2.5)	(2.8)	(3.3)
Human aides or tutors	94.9	93.0	95.9	96.1	94.6	96.9	95.7	92.7	97.2
	(2.4)	(2.5)	(1.9)	(2.1)	(1.5)	(4.2)	(1.8)	(2.5)	(1.9)
Physical aids	76.5	77.5	80.9	79.7	77.3	91.4	77.1	79.3	76.5
	(4.7)	(4.2)	(3.8)	(4.6)	(2.8)	(7.8)	(3.8)	(4.0)	(5.0)
None of these	100	99.6	99.5	100	99.6	100	99.8	100	99.3
	(0.0)	(0.6)	(0.7)	(0.0)	(0.4)	(0.0)	(0.4)	(0.0)	(1.0)
Number of respondents	133	164	185	126	392	22	210	190	125
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	78.3	77.2	69.2	71.2	77.9	52.3	79.6	77.0	61.0
	(4.4)	(4.2)	(4.4)	(5.0)	(2.7)	(12.1)	(3.5)	(4.1)	(5.8)
Number of respondents	152	176	191	144	416	29	233	199	132

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MENTAL RETARDATION (Concluded)

		Community			Gender		Age in 1987			School Status			Severity		
Subgroups Referenced, and Table Number(s)	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	EMR	TMR	S/PMR
Table 26: Percentage in schools with life skills programs that served students who were:*															
Mildly learning handicapped	80.4	77.1	84.1	82.6	80.2	81.0	82.1	79.9	79.7	80.0	80.0	83.2	90.1	71.4	43.2
	(1.9)	(4.3)	(3.2)	(2.6)	(2.5)	(2.9)	(3.7)	(3.3)	(2.9)	(2.4)	(3.7)	(4.8)	(1.8)	(4.3)	(6.9)
Severely impaired	48.4	47.5	43.1	50.2	47.1	50.5	48.0	48.5	48.5	52.5	45.4	35.3	36.5	65.3	83.5
	(2.4)	(5.1)	(4.3)	(3.5)	(3.1)	(3.6)	(4.8)	(4.1)	(3.6)	(3.0)	(4.6)	(6.2)	(2.9)	(4.6)	(5.2)
Sensorily or physically impaired	41.6	42.6	42.4	40.5	41.4	41.6	42.7	41.9	40.5	41.4	46.9	32.3	40.6	48.1	36.7
	(2.3)	(5.1)	(4.3)	(3.4)	(3.1)	(3.6)	(4.8)	(4.0)	(3.6)	(3.0)	(4.7)	(6.0)	(3.0)	(4.8)	(6.7)
Number of respondents	792	174	243	355	454	336	182	260	350	470	207	110	467	198	96
Table 36: Percentage of youth that had:**															
Any graded classes	73.4	75.8	70.7	80.2	74.7	71.4	78.2	76.7	66.8	72.5	71.9	79.4	90.0	47.2	24.6
	(2.0)	(4.4)	(3.8)	(2.7)	(2.6)	(3.1)	(3.8)	(3.2)	(3.2)	(2.6)	(4.1)	(4.5)	(1.7)	(4.6)	(5.6)
Graded regular education classes	58.3	44.1	61.8	68.4	60.0	55.7	62.6	63.8	50.1	58.5	51.8	66.9	78.3	24.1	8.6
	(2.2)	(5.1)	(4.1)	(3.1)	(2.9)	(3.4)	(4.5)	(3.7)	(3.4)	(2.9)	(4.6)	(5.2)	(2.4)	(4.0)	(3.7)
Graded special education classes	69.6	71.5	69.1	75.4	70.8	67.9	71.4	74.4	63.9	68.8	68.6	74.8	85.2	46.8	24.6
	(2.1)	(4.7)	(3.9)	(2.9)	(2.7)	(3.2)	(4.2)	(3.3)	(3.3)	(2.7)	(4.3)	(4.8)	(2.1)	(4.6)	(5.6)
Number of respondents	882	173	257	370	508	373	198	293	391	510	212	150	525	210	110
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	58.5	58.7	58.7	61.0	56.4	61.2	51.6	58.7	62.8	58.6	57.0	60.6	56.4	64.5	60.0
	(2.2)	(5.0)	(4.2)	(3.3)	(3.0)	(3.4)	(4.7)	(3.9)	(3.3)	(2.9)	(4.5)	(5.3)	(2.9)	(4.5)	(6.5)
Number of respondents	872	176	250	364	496	373	195	281	396	489	218	155	521	207	107
Tables 28, 37, 40 and 41: Percentage of youth who were:***															
In secondary school	60.9	57.9	66.3	63.6	60.4	61.7	87.3	75.7	30.7	100	0.0	0.0	58.8	63.8	64.7
	(1.9)	(4.3)	(3.6)	(2.9)	(2.5)	(2.9)	(2.7)	(2.9)	(2.7)	(0.0)	(0.0)	(0.0)	(2.5)	(3.8)	(5.3)
Out of secondary school a year or less	21.0	24.2	20.8	20.2	20.5	21.7	8.7	15.9	33.5	0.0	100	0.0	22.1	20.2	17.7
	(1.6)	(3.8)	(3.1)	(2.5)	(2.1)	(2.5)	(2.2)	(2.5)	(2.7)	(0.0)	(0.0)	(0.0)	(2.1)	(3.1)	(4.2)
Out of secondary school 1-2 years	18.1	17.9	12.8	16.1	19.1	16.6	4.0	8.4	35.8	0.0	0.0	100	19.1	16.0	17.7
	(1.5)	(3.4)	(2.5)	(2.3)	(2.0)	(2.2)	(1.6)	(1.9)	(2.8)	(0.0)	(0.0)	(0.0)	(2.0)	(2.9)	(4.2)
Number of respondents	1188	238	318	452	680	505	266	367	555	668	274	246	694	299	151

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* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

** Source: Students' school records.

*** Source: Parent interviews and students' school records.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MENTAL RETARDATION (Concluded)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 26: Percentage in schools with life skills programs that served students who were:*									
Mildly learning handicapped	80.8	80.2	71.8	82.6	79.1	61.3	79.4	84.3	68.6
	(4.1)	(3.9)	(4.1)	(4.2)	(2.6)	(12.0)	(3.4)	(3.4)	(5.4)
Severely impaired	45.3	49.7	54.4	43.1	53.0	49.4	46.4	48.2	60.1
	(5.2)	(4.9)	(4.6)	(5.4)	(3.2)	(12.4)	(4.2)	(4.7)	(5.7)
Sensorily or physically impaired	40.2	39.6	48.0	37.0	44.3	40.5	39.1	43.9	50.5
	(5.1)	(4.8)	(4.6)	(5.3)	(3.2)	(12.1)	(4.1)	(4.7)	(5.8)
Number of respondents	155	181	205	147	436	28	245	206	136
Table 36: Percentage of youth that had:**									
Any graded classes	78.8	70.1	64.5	76.7	70.9	60.1	74.1	76.3	56.2
	(4.1)	(4.3)	(4.6)	(4.5)	(2.9)	(11.9)	(3.6)	(4.1)	(5.8)
Graded regular education classes	57.4	57.5	51.3	57.2	56.7	32.3	55.1	59.5	45.5
	(5.0)	(4.7)	(4.8)	(5.3)	(3.2)	(11.4)	(4.1)	(4.7)	(5.8)
Graded special education classes	75.6	65.9	60.7	73.1	67.6	53.9	70.2	71.7	53.6
	(4.3)	(4.5)	(4.7)	(4.7)	(3.0)	(12.1)	(3.7)	(4.4)	(5.8)
Number of respondents	169	195	189	156	436	29	263	197	134
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	61.1	57.9	60.5	72.2	55.3	65.4	62.8	57.1	58.6
	(5.0)	(4.8)	(4.7)	(4.9)	(3.2)	(12.0)	(4.0)	(4.9)	(5.8)
Number of respondents	161	186	189	149	427	27	256	187	134
Tables 28, 37, 40 and 41 Percentage of youth who were:***									
In secondary school	61.8	67.0	68.5	63.6	62.2	82.0	64.8	66.5	68.1
	(4.1)	(3.8)	(3.6)	(4.1)	(2.6)	(7.9)	(3.3)	(3.7)	(4.6)
Out of secondary school a year or less	21.5	17.1	18.5	17.8	21.4	8.4	18.0	20.9	18.1
	(3.4)	(3.0)	(3.1)	(3.2)	(2.2)	(5.7)	(2.6)	(3.2)	(3.8)
Out of secondary school 1-2 years	16.7	15.8	12.9	18.7	16.5	9.5	17.2	12.6	13.9
	(3.1)	(2.9)	(2.6)	(3.3)	(2.0)	(6.0)	(2.6)	(2.6)	(3.4)
Number of respondents	244	267	281	250	620	41	376	302	187

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* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

** Source: Students' school records.

*** Source: Parent interviews and students' school records.

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Printed in U.S.A.

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Appendix 16

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